

HESPERIA HIGH SCHOOL SELF-STUDY REPORT

9898 Maple Ave Hesperia CA 92345

Hesperia Unified School District

March 8-11, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

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Preface



Welcome to Hesperia High School, Home of the Scorpions, the premiere school of Hesperia. This year HHS is celebrating thirty years of excellence in the community. As the original high school, Scorpion Country exemplifies the District's mission of "[p]reparing today's students for tomorrow's world." *Insert something about school culture and friendliness here—warm and welcoming.* In preparation for the WASC visit, Hesperia High School has taken an honest assessment of the growth over the past six years and has developed innovative programs and opportunities to help students succeed in the 21st century.

The Hesperia High School focus on learning self-study process has been ongoing and inclusive of all stakeholders. As a result of this continuous improvement process, the schoolwide learner outcomes, vision, and mission have all been revised and updated to reflect the current educational needs in preparing students for college and careers. Throughout this revision process, stakeholders worked collaboratively as Professional Learning Communities in analyzing data and researching best practices and pedagogical shifts. The iterative work in Leadership Team, home groups, focus groups, School Site Council, and schoolwide staff meetings has resulted in a shared vision for the Hesperia High School community.



CHAPTER I:

Student/Community Profile and Supporting Data and Findings





School Profile

The city of Hesperia is a suburban community located 35 miles north of San Bernardino in an area known as the High Desert. Hesperia is a commuter city of 92,000 residents with a median income of \$48,000 and a median housing price of \$183,000. As the largest employer in the High Desert, Hesperia Unified School District serves over 22,000 students in 25 schools from PreK to 12. Hesperia High School serves approximately 2000 students, grades 9-12, as the original of three comprehensive high schools in Hesperia. The school demographics are similar to the community, with 81% socio-economically disadvantaged as measured by free and reduced lunch recipients. HHS became a Title I school in 2014, has 19% English Learners, 70% Hispanic, 19% white, 8% African American, and 1% Asian.

Hesperia High School prides itself in its extensive Advanced Placement offerings and flourishing AVID program in an effort to prepare students for college. There are over 200 AP students and over 200 students enrolled in the AVID elective, with some overlap between the two.

However, the data on college going rates and parent education level indicated a need for an

additional emphasis on making college a reality for HHS students. With this in mind, HHS has created a one of a kind Early College Academy. The ECA was developed to give students who may not have otherwise been college bound a head start on a college degree. These students have the opportunity to earn over 30 transferrable college credits before they graduate from HHS and research shows that 20 college credits is the tipping point in drastically increasing the probability of completing a bachelor's degree. These students take college courses, taught by college instructors, during the school day on the HHS campus, earning both college and high school credit. This program, including books and materials, is made available to students at no cost.

HHS also has articulated agreements with the local community college for several Career and Technical Education courses and serves as a satellite campus for many college classes offered throughout the day and evening. In addition to our emphasis on college readiness, we have a strong focus on providing career opportunities. Through ROP and a career pathway partnership grant, we offer engineering, automotive, health, and construction programs. Our extensive arts programs are award winning both locally and nationally, with courses offered in art, sculpture, photography, orchestra, drama, band, and choir. Hesperia High School offers a wide variety of clubs and sports to meet the demands of our very diverse community. HHS boasts over 45 active clubs—providing many opportunities for students to serve the community. We are committed to providing the depth and breadth of opportunities necessary in preparing our students for their futures and creating an engaging learning environment.

Vision

Hesperia High School will provide all students powerful learning experiences in an open, safe, and supportive environment in preparation for college and careers.

Mission

To best meet the needs of students in our community, Hesperia High School offers authentic learning experiences that provide opportunities for students to grow both academically and socially in a globally conscious manner in response to the evolving nature of the 21st century.

Expected Schoolwide Learner Outcomes

Scorpions

are technologically **S**killed,

learn **T**enaciously,

solve problems | nnovatively,

communicate and **N**etwork effectively

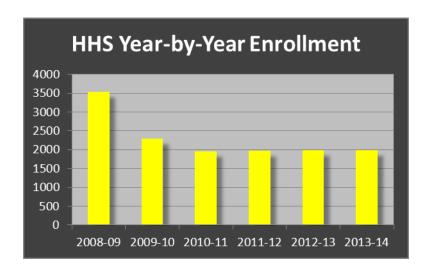
and lead locally and **G**lobally

in preparation for college, careers, and life.

ENROLLMENT

Total Enrollment

Year	Enrollment
2008-09	3544
2009-10	2293
2010-11	1964
2011-12	1968
2012-13	1992
2013-14	1989

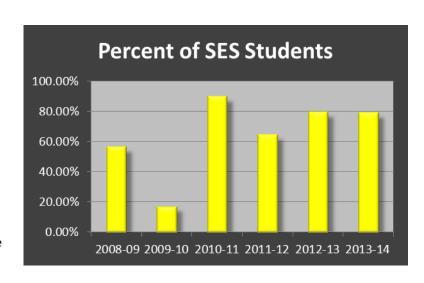


Because of burgeoning enrollment, the district built its third comprehensive high school—Oak Hills High School—which opened its doors in the 2009-10 school year with freshman to junior classes. During the 2010-11 school year, Oak Hills had its first senior class. From 2010-11 to present, HHS has seen slight growth with our current 2014-15 enrollment at 2066.

Socioeconomically Disadvantaged

Year	Number	Percent
2008-09	2018	56.9%
2009-10	402	17.5%*
2010-11	1776	90.4%*
2011-12	1279	65%
2012-13	1597	80.2%
2013-14	1585	79.7%

^{*} There is an obvious discrepancy in the data that was reported on CDE; the rates have steadily gone up since the 08-09 school year



Despite reporting errors on the CDE site for the 2009-10 and 2010-11 school years, the data shows a rise in SES students since the splitting off of Oak Hills. The 2012-13 school year also reflects new boundary lines set by the district in 2011-12 to balance the attendance at Oak Hills, which had the effect of raising the SES at our site.

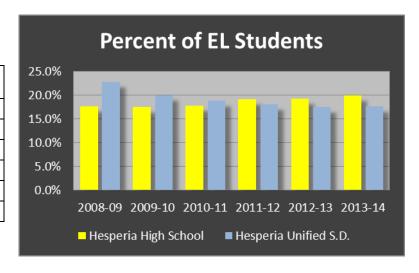
Enrollment by Ethnicity

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
American Indian or Alaska Native	0.7%	0.5%	0.3%	0.2%	0.3%	0.4%
Asian	1.6%	1.9%	1.7%	1.4%	1.2%	1.0%
Pacific Islander	0.5%	0.3%	0.3%	0.8%	1.1%	0.4%
Filipino	0.8%	0.6%	0.6%	0.6%	0.5%	0.5%
Hispanic	58.0%	60.7%	64.7%	69.6%	69.8%	72.3%
African American	9.6%	8.7%	8.6%	6.9%	7.6%	7.8%
White, not Hispanic	27.0%	26.1%	23.5%	19.9%	18.6%	16.5%
Two or More Races	1.8%	0.1%	0.2%	0.5%	0.3%	0.3%
Not Reported	0.0%	1.2%	0.2%	0.3%	0.7%	0.9%

The ethnic distribution has changed over the years due to growth in the community, the opening of Oak Hills, the changing school boundaries, and the Great Recession.

English Language Learners

	Hesperia High School	Hesperia USD
2008-09	17.7%	22.9%
2009-10	17.5%	20.1%
2010-11	17.9%	18.9%
2011-12	19.2%	18.1%
2012-13	19.3%	17.6%
2013-14	20.0%	17.7%

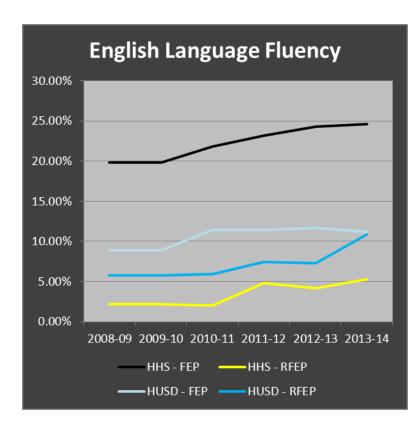


The majority of EL students speak Spanish; however, we also have a small number of students who speak Arabic, Filipino, Vietnamese, Hungarian, Mandarin, Hindi, or Cantonese as reported on their home language survey for the 2013-14 school year.

English Language Fluency

Hesperia High School					
	Students Designated FEP				
2008-09	19.8 %	2.2 %			
2009-10	19.8 %	2.2 %			
2010-11	21.8 %	2.0 %			
2011-12	23.2 %	4.8 %			
2012-13 24.3 %		4.2 %			
2013-14	24.6 %	5.3 %			

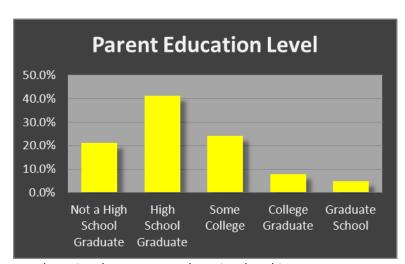
Hesperia Unified					
	Students Designated FEP				
2008-09	8.9 %	5.8 %			
2009-10	8.9 %	5.8 %			
2010-11	11.4 %	5.9 %			
2011-12	11.4 %	7.4 %			
2012-13	11.7 %	7.3 %			
2013-14	11.2 %	10.9 %			



While the percent of students who are fluent and those designated as fluent are both increasing, there continues to be a need to focus on reclassification of long term English Learners.

Parent Education Level 2012-2013

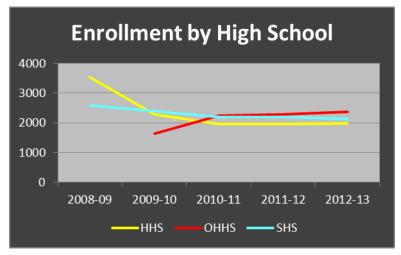
Education Level	Percent
Not a High School Graduate	21.2%
High School Graduate	41.4%
Some College	24.2%
College Graduate	8.1%
Graduate School	5.1%

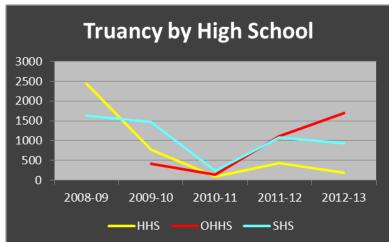


As reported by the CDE for the 2012-13 school year, there is a low parent education level in our school community.

Discipline and Truancy

		2008-09	2009-10	2010-11	2011-12	2012-13
	HHS	3544	2293	1964	1968	1992
Enrollment	OHHS		1630	2250	2275	2374
	SHS	2589	2386	2205	2206	2141
	HHS	2447	774	89	439	193
Number of Truants	OHHS		417	145	1112	1694
Truditis	SHS	1625	1470	235	1083	927





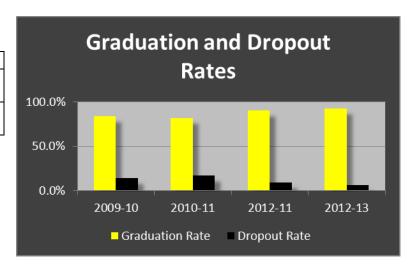
While HHS has the lowest truancy rate among the comprehensive high schools, the reporting of truancies is not standardized across the district. To address the inconsistencies the district is implementing an automated system for the issuing of truancy letters and school attendance review board sanctions. Hesperia High School is actively attempting to recover student attendance with the new implementation of Saturday school, which clears absences by having students engaged in a variety of instructional activities.

Discipline

Suspension By Code For Hesperia High School						
		2009-10	2010-11	2011-12	2012-13	2013-14
Sexual Harassment	48900.2	1	1	1	0	3
Committed an act of Hate Violence	48900.3	0	0	0	0	0
Harassment or Intimidation	48900.4	1	0	0	0	0
Made Terrorist Threats	48900.7	0	0	0	0	0
Caused, Attempted or Threatened Physical Injury	48900a(1)	134	105	69	96	74
Used Force or Violence	48900a(2)	1	8	8	5	1
Possession, Sale, Furnishing a Firearm or Knife	48900b	6	13	7	10	14
Possession, Use Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	48900c	54	34	39	41	32
Offering, arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	48900d	0	1	0	0	0
Committed or Attempted to Commit Robbery or Extortion	48900e	0	0	0	0	0
Property Damage	48900f	29	7	5	9	7
Property Theft	48900g	17	20	18	12	8
Possession or Use of Tobacco Products	48900h	15	18	0	1	1
Obscene Acts, Profanity, and Vulgarity	48900i	128	118	68	73	22
Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	48900j	3	1	2	2	0
Disruption, Defiance	48900k	357	268	172	167	139
Received Stolen Property	489001	0	1	0	0	0
Possession of an Imitation Firearm	48900m	0	0	0	0	0
Harassment, Intimidation of a Witness	48900o	0	0	0	0	0
Bullying	48900r	5	0	0	0	2
Aided or Abetted Physical Injury	48900t	0	0	0	0	0
	Totals	751	595	389	416	303

Graduation and Dropout Rates

	2009-10	2010-11	2012-11	2012-13
Graduation Rate	83.2%	81.4%	89.6%	91.9%
Dropout Rate	13.7%	16.5%	9.0%	5.6%



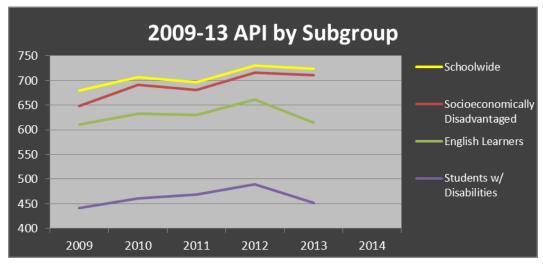
The numbers in the above chart reflect the numbers reported by the CDE, which does not accurately and consistently take into consideration students that transfer out of HHS. HHS self-reports that for the 2013-14 school year there were 7 non-grads out of a total senior population of 449 students, giving a graduation rate of 98.4%. Using this computation, the rate for 2012-2013 was 96.6% and for 2011-2012 was 97.2%.

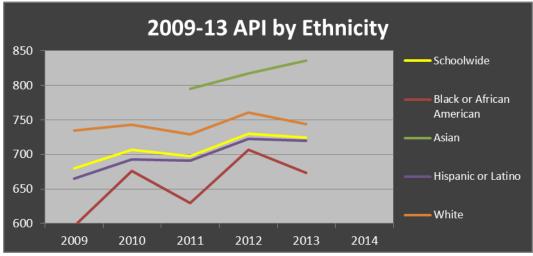


ACADEMIC PERFORMANCE

API

	2009	2010	2011	2012	2013	2014
Schoolwide	680	707	697	730	724	n/a
Black or African American	596	676	630	707	673	n/a
Asian			795	817	836	n/a
Hispanic or Latino	665	693	691	723	720	n/a
White	735	743	729	761	744	n/a
Socioeconomically Disadvantaged	649	691	681	716	711	n/a
English Learners	611	633	630	662	614	n/a
Students w/ Disabilities	441	461	469	490	452	n/a



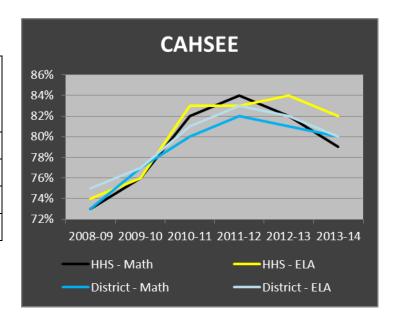


Since 2010, the schoolwide API has had a net increase of 17 points. English Learners, students with disabilities and African American students continue to need further support in reaching

proficiency. To address individual learning needs, HHS implemented Professional Learning Communities, allowing teachers to share best practices and make data informed instructional decisions. We also implemented a mandatory after school tutoring program for students failing their math or English class. Unfortunately due to the number of transportation dependent students and our inability to fund transportation, we were forced to eliminate the program. However, in January of 2015 we will be utilizing Title I funding to reinstitute the program and provide transportation for our students.

CAHSEE Pass Rate

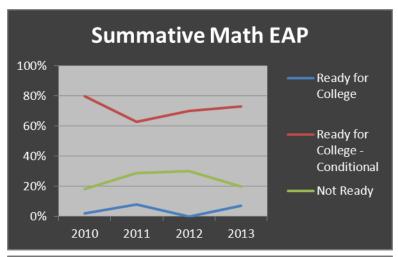
		5008-09	01-6002	2010-11	2011-12	2012-13	2013-14
HHS	Math	73%	76%	82%	84%	82%	79%
主	ELA	74%	76%	83%	83%	84%	82%
HUSD	Math	73%	77%	80%	82%	81%	80%
₹	ELA	75%	77%	81%	83%	82%	80%

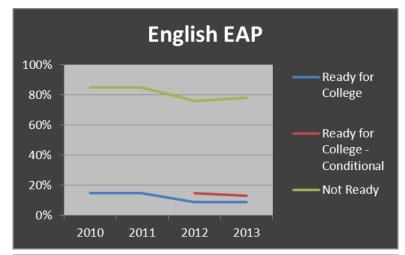


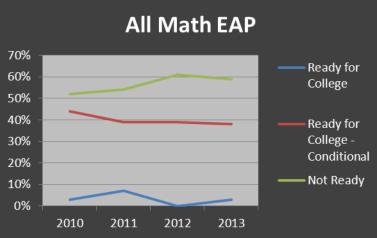
CAHSEE pass rates steadily increased through 2011-2012. While our ELA pass rate is above the district average, our math pass rate has shown a recent decline. We believe that the increase in the API for the 2011-12 was a result of an increase in the CAHSEE pass rate.

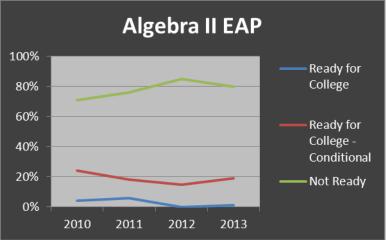
EAP

	2010	2011	2012	2013
ENGLISH	93% Participation	95% Participation	100% Participation	100% Participation
Ready for College	15%	15%	9%	9%
Ready for College - Conditional			15%	13%
Not Ready	85%	85%	76%	78%
MATH (Total)	94% Participation	93% Participation	96% Participation	95% Participation
Ready for College	3%	7%	0%	3%
Ready for College - Conditional	44%	39%	39%	38%
Not Ready	52%	54%	61%	59%
MATH (Alg II)	95% Participation	91% Participation	96% Participation	92% Participation
Ready for College	4%	6%	0%	1%
Ready for College - Conditional	24%	18%	15%	19%
Not Ready	71%	76%	85%	80%
MATH (Summative)	93% Participation	95% Participation	97% Participation	100% Participation
Ready for College	2%	8%	0%	7%
Ready for College - Conditional	80%	63%	70%	73%
Not Ready	18%	29%	30%	20%







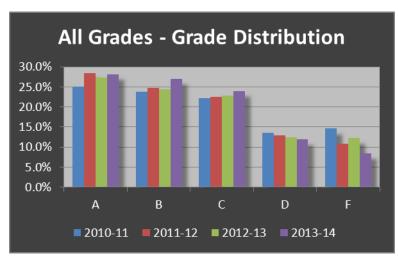


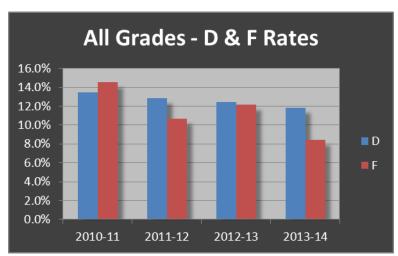
By looking at the data, it is apparent that students continue to need support in being college ready. The graphs indicate early success in math correlates to higher level of college readiness.

Grade Distribution

All Grades

	2010-11	2011-12	2012-13	2013-14
Α	25.0%	28.4%	27.2%	28.1%
В	23.8%	24.7%	24.5%	27.0%
С	22.2%	22.5%	22.9%	24.0%
D	13.5%	12.9%	12.5%	11.9%
F	14.6%	10.7%	12.2%	8.5%

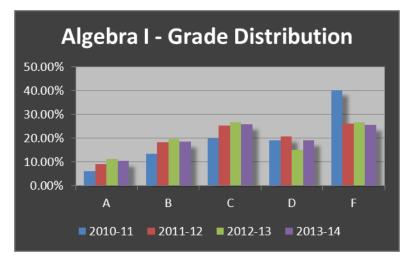


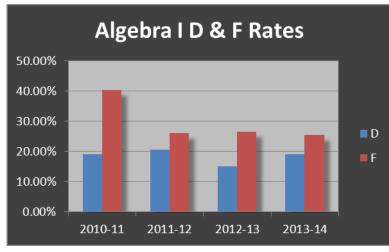


Over the past four years, A's-C's have trended up while D's and F's have trended down.

Algebra I

	,600.0.						
	2010-11	2011-12	2012-13	2013-14			
Α	6.1%	9.2%	11.4%	10.5%			
В	13.4%	18.3%	19.8%	18.6%			
С	20.1%	25.5%	26.8%	26.0%			
D	19.2%	20.7%	15.2%	19.2%			
F	40 4%	26.1%	26.7%	25.6%			



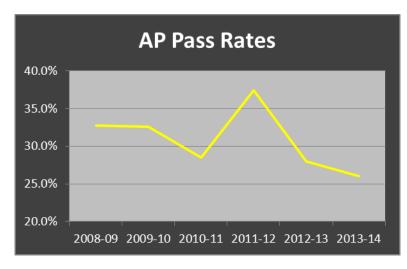


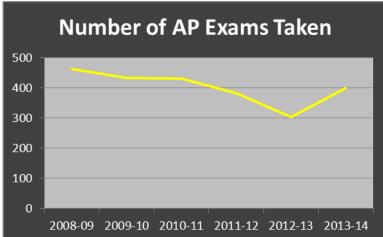
AP Testing

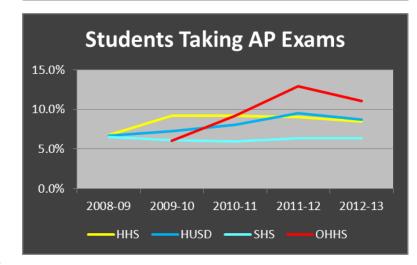
AP Pass Rate					
2008-09	32.8%				
2009-10	32.6%				
2010-11	28.5%				
2011-12	37.4%				
2012-13	28.0%				
2013-14	26.0%				

_					
Number of AP Exams Taken					
2008-09	464				
2009-10	433				
2010-11	432				
2011-12	382				
2012-13	304				
2013-14	399				

Students Taking AP Exams						
HHS SHS OHHS HUSD						
2008-09	6.8%	6.6%		6.7%		
2009-10	9.2%	6.2%	6.1%	7.3%		
2010-11	9.2%	5.9%	9.2%	8.1%		
2011-12	9.0%	6.4%	12.9%	9.5%		
2012-13	8.5%	6.4%	11.1%	8.7%		
2013-14						







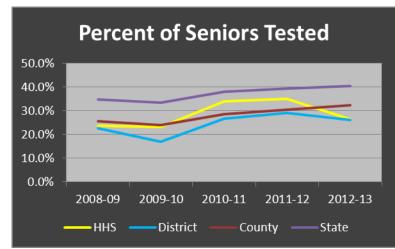
As we have increased our AP course offerings,

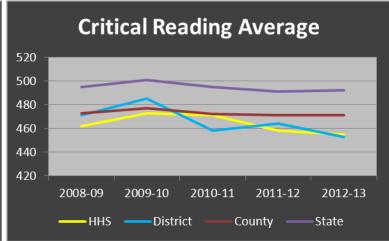
access to AP courses, and number of AP exams taken, we have continued to focus on training for AP teachers and support for students in order to focus on our AP pass rates.

SAT

Percent Tested							
	2008-09 2009-10 2010-11 2011-12						
HHS	23.6	23.2	34.0	35.1	26.3		
District	22.5	17.0	26.5	29.1	26.2		
County	25.7	24.0	28.7	30.5	32.2		
State	34.7	33.3	38.0	39.3	40.4		

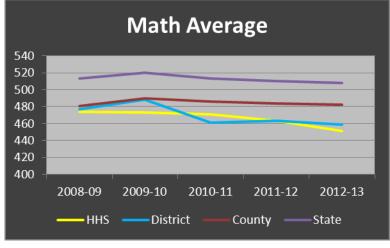
Critical Reading Average					
2008-09 2009-10 2010-11 2011-12					
HHS	462	473	471	458	455
District	471	485	458	464	453
County	473	477	472	471	471
State	495	501	495	491	492

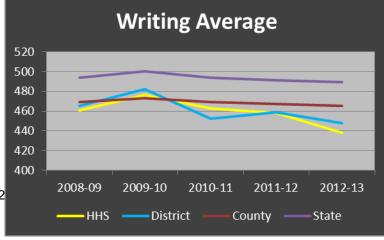




Math Average						
	2008-09 2009-10 2010-11 2011-12				2012-13	
HHS	474	473	471	463	451	
District	477	488	461	463	459	
County	481	490	486	484	482	
State	513	520	513	510	508	

Writing Average						
2008-09 2009-10 2010-11 2011-12 2012-13						
HHS	461	476	463	458	438	
District	465	482	452	459	448	
County	469	473	469	467	465	
State	494	500	494	491	489	

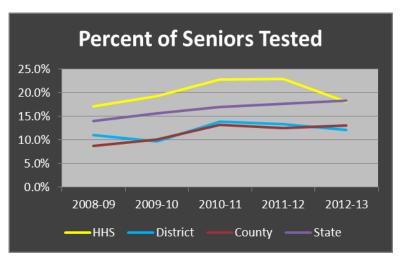


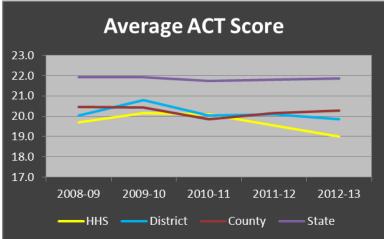


ACT

Percent Tested							
	2008-09 2009-10 2010-11 2011-12 2012-2						
HHS	17.1%	19.3%	22.8%	23.0%	18.0%		
District	11.0%	9.7%	13.9%	13.4%	12.1%		
County	8.8%	10.1%	13.2%	12.6%	13.1%		
State	14.0%	15.6%	17.0%	17.6%	18.3%		

Average Score						
2008-09 2009-10 2010-11 2011-12 2012-13						
HHS	19.7	20.1	20.1	19.5	19.0	
District	20.0	20.8	20.0	20.1	19.9	
County	20.5	20.4	19.8	20.2	20.3	
State	21.9	21.9	21.7	21.8	21.9	





The percent of seniors tested on the ACT is not only above district and county levels, but state as well. The percent of seniors taking the SAT has always been above the district average. With so many students being encouraged to take these college entrance exams, greater support needs to be given to help students improve their scores.

STUDENT ACTIVITY

Clubs

Academic Decathlon Class of 2015		Gay-Straight Alliance	Scorpion Tennis Club	
AVID	Class of 2016	Golf Club	Soccer Club-Boys	
Baseball Club Class of 2017		Grease Monkey Auto Club	Soccer Club-Girls	
Basketball Club-Boys	Class of 2018	Interact Club	Softball Club	
Basketball Club-Girls	Color Guard	International Club	Spanish Club	
Black & Gold Regiment	Cross Country	Mock Trial	Sting (Journalism)	
Black & Gold String Orch.	CSF	National Honors Society	Track & Field Club	
Broadcasting Club	Dance Club	Otaku Club	Volleyball Club	
BSU/Step	Drama Club	Peer Assistance Club	Wrestling Club	
Cheer Club	Engineering & Physics Club	Photo & Art Club	Yearbook (Scorpion Tales)	
Choir Club	Fitness Club	Scorpion Science Club		
Christian Club	Football Club	Scorpion Scribes		

Sports

Fall Sports	Winter Sports	Spring Sports	
Cross Country	Girls Basketball	Baseball	
Football	Boys Basketball	Boys Tennis	
Girls Tennis	Girls Soccer	Golf	
Volleyball	Boys Soccer	Softball	
	Wrestling	Track and Field	

Intramurals

Basketball	Dodgeball	Indoor Soccer	Volley-Tennis
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STAFF PROFILE

	Gender	Female	52.4%	
	Gender	Male	47.6%	
	Highly Qualified	Yes	92.7%	
		No	7.3%	
	Education Level	Bachelors	50.0%	
		Masters	50.0%	
		Doctorate	0.0%	
10	Ethnicity	American Indian	2.4%	
her		Asian/Korean	1.2%	
Teachers		African American	2.4%	
		Chinese	1.2%	
		Hispanic	25.6%	
		Other, Non- White	1.2%	
		Unknown	1.2%	
		White	63.4%	
		Declined to State	1.2%	
	Total Teachers: 82			

ion	Gender	Female	33.3%	
strat	Gender	Male	66.6%	
Administratio	Ethnicity	White	100.0%	
Adr	Total Administrators: 6			

Counselors	Gender	Female	75.0%
		Male	25.0%
	Ethnicity	Hispanic	25.0%
		White	25.0%
		Declined to State	50.0%
	Total Counselors: 4		



SCHOOL FACILITIES

Hesperia High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1984; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide comprised of:

Acreage = 60

Square Footage = 220,754

Number of Permanent Classrooms = 42

Number of Portable Classrooms = 106

Number of Restrooms (student use) = 8 sets

Computer Labs = 7

Choir Room = 1

Library = 1

Cafeteria/Multipurpose Rooms = 2

Music Room = 1

ROP/Elective Shop Areas = 10

Gym and Weight Room = 1

Staff Work Room/Lounge = 3

Physical Education Facility = 5

Administrative Offices = 1

Health Office = 1

Career Center = 1

Counselor Center = 1

CAMPUS SUPERVISION

Nine campus aides, all six administrators, and a district police officer are located at designated areas to supervise students as they enter the campus each morning, as they switch classrooms during breaks, during the lunch periods, and after school as they leave the campus or remain for athletics, clubs, or tutoring activities. The district's police department coordinates with Hesperia High in order to maintain a safe, secure, and peaceful campus. Any student who commits a serious violation, i.e., fighting is subject to arrest, citation, and referral to the Juvenile Probation Office.

CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Administration meet regularly with custodians to discuss cleaning schedules, processes, custodial needs, maintenance issues and special projects; hand -held radios enhance two-way communication efforts and help facilitate an immediate response to urgent situations. Hesperia High's plant supervisor oversees and supervises eleven custodial staff which is comprised of both day and evening custodians. Every morning before school begins, the day custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of regular duties, the day custodians clean

the campus grounds, cafeteria, locker rooms, gym, the common areas and restrooms throughout the day. They also set up and take down equipment and/or furniture for afternoon and evening events.

Hesperia High works closely with the district's Maintenance and Operations (M & O) department for larger projects, routine facilities maintenance projects, and school inspections. M & O employs a work order process that enables Hesperia High to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

School Facility Good Repair Status (School Year 2013-14)

The following chart provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Repair Status (School Year 2013-14) Year and month in which data were collected: 7/2/13 **Repair Status** Repair Needed and **System Inspected** Action Taken or Planned Good Fair Poor Systems: [X] [] [] Gas Leaks, Mechanical/HVAC, Sewer Interior: [X] [] [] **Interior Surfaces** [] **Cleanliness:** [X] [] Overall Cleanliness, Pest/Vermin Infestation [] **Electrical:** [X] [] Electrical **Restrooms/Fountains:** [X] [] [] Restrooms. Sink/Fountains Safety: [X] [] [] Fire Safety, Hazardous Materials [] [] Structural: [X] Structural Damage, Roofs **External:** [] [] [X] Playground/School Grounds, Windows/Doors/Gates/Fences

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]



CHAPTER II:

Progress Report

Chapter II: Progress Report

Significant Developments

Since the last full self-study in 2009, Hesperia High School has seen many changes to its enrollment, administration, programs, and practices. Student enrollment was 3,544 in spring of 2009, dropping to 2,293 the following school year as a third comprehensive high school was opened in Hesperia Unified School District with 9th-11th grade. In 2010, the new school enrolled 9th-12th grade and Hesperia High School enrollment dropped to 1,964 and rose slightly the following year when the district revised the school boundaries. The new high school and boundary changes have contributed to a change in the student demographics as well. As new schools open in a district, there is an impact to existing staffing and programs because administrators, teachers, coaches, and advisors relocate to the new school. When this occurred at HHS, it was time to rebuild and redefine the school's vision.

There have been two principals, three assistant principals, and many vice principals since 2009. There has also been significant turnover in certificated and classified staffs. The six member administrative team currently in place has been together for two years and is committed to building and maintaining the reputation of Hesperia High School as the premiere school of the high desert. The primary focus through this shift has been support for students in becoming college and career ready. In recently becoming a Title I school, we have been able to hire both a reading and math intervention teacher. Tutoring has been expanded through the creation of two tutoring labs as well as an after school tutoring shuttle bus for students needing transportation home. Other supports include addition of computer labs for each department, Rosetta Stone for students and parents, CAHSEE preparation programs, and after school credit recovery. For social/emotional support, anger management and motivation groups sessions are held on campus for students and parent support meetings are held quarterly. Communication with parents, students, and staff has been improved through the use of PowerSchool, social media, internal websites, live video announcements, a new marquee, and student email accounts.

New courses have been added to support student growth and college and career readiness such as engineering, robotics, photography, broadcasting, expository English III and IV, American Sign Language, sports conditioning, ROP intro to nursing, Link Crew, and environmental science. We have also implemented two new programs: Early College Academy and Academy of Design and Engineering. The Link Crew/Renaissance Program has been expanded to include an elective class focused on leadership skills.

Staff and students are celebrated in many ways. Link and Renaissance focus on celebrating student achievement and have implemented Student of the Month lunches, perfect attendance assemblies, and freshman orientation while the athletics office recognizes an Athlete of the Month. Staff accomplishments are celebrated through themed staff lunches, You Bowl Me Over peer staff recognition, Sharing Greatness, Teacher of the Year, staff appreciation week, and success stories shared at each staff meeting.

Since our last full self-study visit, HHS has made a concerted effort to take more of a collaborative approach to education. This is evidenced in the implementation of Professional Learning Communities, the co-teaching model, the expanded leadership team, articulation with feeder schools, connections to Victor Valley College and businesses, and the expanded use of the College and Career Resource Center (CCRC). In so doing this, we have revised and updated our vision, mission, and SLOs to more closely align to this new paradigm.

In order to support staff and students, technology has been expanded to include wireless internet access, ELMOs, tablets and LCDs in nearly every classroom, access to Google Docs and our own learning management system, Hesperia Online, to support blended learning, as well as four new state of the art science labs. As one of the oldest campuses in the district and in the interest of student and staff morale, HHS has been supported in staying up to date and well maintained including a new exterior paint job and external signage.

Throughout the time since the last full self-study, Hesperia High School has continued to focus on the schoolwide critical areas for follow up and the schoolwide action plan as outlined in the Single Plan for Student Achievement (SPSA). Through ongoing collaboration as supported by PLCs and Wednesday collaboration meetings there has been a collective effort to meet the learning needs of each student and support the staff in professional growth. There were three critical areas for follow-up from the 2009 full self-study which were addressed prior to the mid-cycle visit in 2012. During the mid-cycle visit, the four goal areas of the SPSA were identified as the key areas for follow-up.

From 2009 Full Self-Study:

Schoolwide Critical Areas for Follow-Up

- 1. Curriculum: Continue to improve alignment of curriculum using common pacing plans in order to maximize the effectiveness of data analysis for targeting improvement efforts. Develop and use a protocol which responds to student assessment data, and documents the use and effectiveness of best instructional strategies. Expand the credit recovery program to include CAHSEE prep for atrisk tenth graders.
 - Professional Learning Communities were instituted as a protocol to work collaboratively in response to student achievement and analysis of data. PLCs meet during our common collaborative time on Wednesday mornings; in addition, teachers are given release time as needed to further their collaborative work. PLC leads and other staff members have attended PLC trainings as well as other professional development opportunities including the reading and sharing of professional literature. As we transition into Common Core, we have worked in PLCs refining pacing guides, developing Single Assessments, designing Common Formative Assessments, and writing Units of Study to help aid in the aligning of curriculum. In order to improve CAHSEE pass and proficiency rates, every tenth grader was provided with a login to Revolution360—an online program that targets the skills necessary to succeed on the

CAHSEE. Furthermore, credit recovery is offered throughout the school day as well after school through the use of Odysseyware—an online program that offers individualized instruction based upon students' particular credit needs.

- 2. Instruction: Implementation of several new programs and professional development efforts over the past few years requires the careful establishment of methods to determine their impact and efficacy, and to measure and deepen their use.
 - Through PLCs and the sharing of best practices, the staff has worked to focus their efforts in a targeted manner toward improved student achievement. The Illuminate program provides the tools necessary for analyzing student data in determining the effectiveness of the programs in place. Decisions to implement, continue, expand, or discontinue programs are based upon student needs and their subsequent growth. This process occurs in the revision cycle of the SPSA. The Leadership Team discusses the current goals and the programs and resources being used to address those goals in order to determine their efficacy.
- 3. Culture: Continue to foster the involvement of English Language Learners and their families in the school community in order to promote high achievement. Expand community connections for the school-to-career pathways.
 - On alternate months, District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings are held in the interest of keeping parents of English Language Learners involved in the school community. Representatives from these committees serve on School Site Council for even further connectedness to the school community. As most of our English Learners are native Spanish speakers, the Spanish Club hosts many events for families which honor their heritage and encourage them to be connected to the school, such as a Dia de los Muertos and a Spanish parent night. In addition to connecting with the EL community, HHS has built strong connections with colleges and businesses through programs such as Early College Academy, RAMP UP grant, Academy of Design and Engineering, Workability, Work Experience, ROP, and many articulation agreements with Victor Valley College.

From 2012 Mid-Cycle Visit:

The mid-cycle visiting committee found that HHS had addressed all three critical areas for follow-up stated above. They supported the focus on the SPSA action plan areas as key areas for follow-up. These areas are listed below with details on how they are being addressed and progress being made.

- 1. Increase schoolwide math, ELA, and all core class proficiency.
 - HHS provides tutoring both within specific classrooms and in the AVID tutoring centers.
 Many teachers also provide tutoring during lunch. The library computer lab is available before school, at lunch, and after school for students to complete research and other assignments. CAHSEE prep and credit recovery classes are available for students within the

school day and after school. The CAHSEE prep curriculum is also embedded in the tenth grade math and English classes.

- Intervention for struggling students is provided in many ways. Through Title I funding, we have hired a reading intervention teacher and a math intervention teacher. Reading classes are provided for students in addition to their English class based upon diagnostic assessments. Motivation, study techniques, and social and emotional support are important aspects to intervention for at-promise students. Link Crew provides early connections and peer mentoring for freshmen. Motivation classes are provided by the county here on campus during the school day. AVID strategies are shared schoolwide, with student organization being a top priority.
- Teachers are provided professional development opportunities in curriculum and instruction techniques. Training has been provided in Professional Learning Communities, EL strategies, differentiation, instructional technology, data analysis, AVID, and the Common Core transition. Teachers are provided with the resources necessary to meet the individual needs of students, including grading and data programs, a learning management system, LCD projectors, tablets, Chromebooks, ELMOS, and other tools to encourage interactive classrooms.
- 2. Improve the graduation rate and preparation for college and careers.
 - Through increased AVID enrollment, additional AVID sections, additional AP courses, expanded services in the College and Career Resource Center, the ROP courses, articulation agreements with VVC, the Bridge program, the Early College Academy, and the Academy of Design and Engineering, HHS has improved preparation for college and careers.
 - Barriers to graduation, such as not passing the CAHSEE and having failing grades in core classes, are being addressed through credit recovery and CAHSEE prep classes and computer based programs. Students can make up credits in after school classes, the Odyssey-ware program, summer school, and community college courses. When students fall severely behind, they are encouraged to take advantage of the district alternative education options to catch up and then return to graduate with their class.
 - With parent involvement being one of the most influential factors for student success, efforts have been made to improve communication with families. Parent Support nights, PowerSchool, Remind 101, Blackboard Connect phone calls, the marquee, video announcements, the school newspaper, and the updated website are some of the methods of improved communication and involvement.

- 3. Provide a safe and healthy learning environment.
 - Campus safety is a priority and is supported through nine campus assistants and a
 dedicated school police officer. Teachers are often outside of their classrooms during
 passing period, greeting students at the door. Administrators supervise and interact with
 students before school, at lunch, and after school, helping to create an environment of
 safety, trust, and respect.
 - Many programs have been implemented and expanded in an effort to support students in their social and emotional health, including PEER Leadership, LINK, and on site anger management and motivation classes. According to surveys, students feel supported and safe at school. The data also indicates that suspension and expulsion rates are low in comparison with the district. There is a climate of safety and acceptance.
- 4. Students will use technology to construct, publish, and present projects.
 - Technology has been expanded through the addition of computer labs, ELMOS, tablets, and student response systems such as Turning Point. This has been supported through professional development and monthly "Tech Moments" at staff meetings. Teachers are experimenting with and moving toward blended and flipped learning through Google Classroom and our own in house learning management system, Hesperia Online.
 - The district is in support of the use of instructional technology and is in the process of the one to one rollout of Chromebooks to all students. This will further support the movement to a blended learning platform.

Ongoing Follow-up Process

Staff members participate in ongoing monitoring of the Single Plan for Student Achievement and progress toward annual goals. Data analysis, goal setting, and action plan revision are embedded and ongoing processes at HHS. Department chairs meet with their departments (Home Groups) at least once each month for vertical articulation and curricular planning. They review schoolwide summative data and progress on the action plan goals with a focus on achievement in their particular instructional sequence. PLC leads meet with their course specific teams at least once each month and create assessments, discuss class and individual student results, write unit plans, and share instructional strategies. Focus Groups, which are cross curricular and inclusive of teachers and support staff, have met regularly throughout the review cycle, with greater frequency in years preceding visits. This high level of collaboration contributes to an ongoing monitoring of student progress, which is in direct correlation with the SPSA goals. Each year the Leadership Team, comprised of department chairs, WASC leaders, and PLC leads, provides feedback on the action plan and determines whether adequate progress is being made. This informs decisions on action plan revisions as well as resource allocation. School Site Council reviews the recommendations made for changes to the action plan and makes the final decision on revisions.



CHAPTER III:

Student/Community Profile -Overall Summary from Analysis of Profile Data and Progress

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Hesperia High School is committed to ongoing analysis of student success as determined by multiple forms of qualitative and quantitative data. Working in Leadership Team, PLC teams, focus groups and home groups, staff members use data to determine the needs of the students and the professional development needs of the staff. Looking at multiple measures of student achievement data along with demographic data from the 2009 full self-study to now, the following trends have been noted:

- Graduation rate, while still below expectations, has increased more than 10% since the last visit.
- Our A-G pass rate has remained steady at 23%.
- Percent of low SES students, as determined by free and reduced lunch enrollment, has increased from 43% to 75%.
- Ethnic distribution has shifted from 57% Hispanic to 70% Hispanic, and from 29% white to 19% white.
- Our API score has increased from 666 to 724.
- The D-F rate for Algebra I has decreased from 63% to 47%, however, algebra proficiency rates remain the lowest of all areas tested.
- Reading assessments conducted by the English department indicate that a significant number of HHS students are reading below grade level.
- The English I D-F rate has decreased from 55% to 43%.
- The English II D-F rate has decreased from 47% to 20%.

Based upon the above observations from data analysis, we have identified the following critical learner needs and their correlated student learner outcomes:

- 1. Improve algebra proficiency as measured by grades in the course and CAHSEE pass rates. Algebra is the gateway to college and career preparedness, and current EAP results indicate HHS students are not adequately prepared for college.
 - Student learner outcomes: Learn tenaciously, solve problems innovatively, and prepare for college, careers, and life.
- 2. Improve reading skills in order to provide students with access to the curriculum, especially for the EL population.
 - Student learner outcomes: Learn tenaciously, communicate and network effectively, lead locally and globally, and prepare for college, careers, and life.
- 3. Improve graduation and A-G completion rates, especially in light of the upcoming changes in the API and the Common Core focus on college and career readiness.
 - Student learner outcomes: Technologically skilled, learn tenaciously, solve problems innovatively, communicate and network effectively, lead locally and globally, and prepare for college, careers, and life.

The following questions have been raised by analysis of the student performance, demographic, perception, and progress data:

- What supports do we have in place for our EL and low SES students?
- What are we doing to increase reading comprehension to help students engage complex texts?
- How is attendance impacting student success?
- What are we doing to address the D/F rate?
- What are we doing to increase parent involvement?
- How can we support students in reading and math?
- What remediation and intervention opportunities are in place?
- How can we support students in passing the AP tests?
- What are the barriers to A-G completion and college readiness?
- How are we preparing students for careers?
- How are we supporting ninth graders in the transition to high school?
- What math intervention can we provide?
- How do we improve access to tutoring and other supports?
- How do we provide special education students and English learners access to the core curriculum?
- How do we improve communication between all stakeholders?
- How do we connect with the community and support our students in being career ready?



CHAPTER IV: Self-Study Findings



CHAPTER IV-A: ORGANIZATION

Monica Edwards: The Orts Gayle Kassabaum: English Connie Moore: English Ellen Stephan: English Ray Onderson: Math Richelle Daniel: Math

Cesar Villalobos: Physical Education George Pineda: Social Science Raymik Simonian: Social Science

Travis Boyd: Science Reed Mikkelson: Science Christine Overduin: Science
Tim Gray: Special Education
Calvin Tang: Special Education
Pat Brooksher: Othletic Equipment
Jazette Shoe: Special Ed. Ossistant
Sheri Vernon: Odministrative Secretary

Cherie Ollen: Campus Ossistant Kathy Swaim: Campus Ossistant

Debbie Dominik: Library Media Specialist

Jeff Hallett: Vice Principal

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision - Mission - Schoolwide Learner Outcomes - Profile

Findings	Supporting Evidence
In an effort to meet the needs of all stakeholders, including	Vision Statement
students, parents, teachers, and community members,	Mission Chatomant
Hesperia High School has established vision and mission	Mission Statement
statements and schoolwide learner outcomes of what students should know and perform based upon analysis of	ESLOs
student data and community profile. The HHS staff analyzed	
the previous vision, mission, and schoolwide learner	Student Community Profile
outcomes against the current educational demands for	CCSS
college and career preparation and determined that revisions	
were necessary. These statements of purpose were	Units of Study
therefore revised in order to align with current educational	PLC, SSC, Leadership,
research, 21st century learning objectives, and the Common Core. The mission of HHS is "To best meet the needs of	Department, Focus Group
students in our community, Hesperia High School offers	Meeting Minutes
authentic learning experiences that provide opportunities for	
students to grow both academically and socially in a globally	
conscious manner in response to the evolving nature of the	
21st century." The school's vision is "Hesperia High School	
will provide all students powerful learning experiences in an	
open, safe, and supportive environment in preparation for	
college and careers." These revisions included all of the	
school community and through the collaborative efforts of all stakeholders a shared mission and vision resulted in new	
schoolwide learner outcomes: "STING - technologically	
Skilled, learn Tenaciously, solve problems Innovatively,	
communicate and N etwork effectively, and lead locally and	
Globally in preparation for college, careers, and life. The	
changes demonstrate an understanding of the need to	
prepare students for the 21st century competencies required	

for success in college and careers. Hesperia High School recognizes the diverse needs of students and the variety of learning opportunities necessary to prepare them for the future. The school community focuses on high expectations using research based methodologies and sound instructional practices resulting in a high quality curriculum that maximizes student achievement.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
Hesperia High School stakeholders recently reviewed and revised the vision, mission, and schoolwide learner outcomes. This collaborative effort began in Leadership, and	Leadership, Staff, PLC/Department, School Site Council and ELAC meetings
then went through home groups, focus groups, PLCs, School Site Council, ELAC and staff meetings. This recursive process provided for input from a vast number of stakeholders and established a shared awareness of the vision, mission, and learning outcomes for the students of Hesperia High School.	Agendas/Minutes

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Findings	Supporting Evidence
Hesperia High School's stakeholders, including students, parents, staff, and community members show a high degree of support for the school's vision, mission, and schoolwide learner outcomes. There is a strong and sustained effort and commitment from stakeholders to promote and uphold the high standards of HHS.	Mission Statement
	Vision Statement
	ESLOs
	Units of Study
	School Website
	Student Handbook
	Meeting Minutes/Agendas
	Student Survey

Regular Review and Revision

Findings	Supporting Evidence
Hesperia High School has a welcoming and inviting culture	School Website
for students, parents, and community members. This comfortable environment allows for the school's community	Connect-Ed Phone Calls
to regularly provide input and feedback that contributed to the shared mission, vision, and schoolwide learner outcomes.	Remind101 Texts
Communication is transparent and stakeholders are informed and involved throughout the decision making	Meeting Minutes/Agendas
processes as well as communicated with regularly. The school has received valuable feedback from many	Mission Statement
stakeholders that confirmed the process was highly effectively and collaborative.	Vision Statement
,	ESLOs

Conclusions

Hesperia High School has a mission and vision as well as schoolwide learner outcomes that is shared by all stakeholders. HHS has begun to successfully transition to new standards and 21st century skills that effectively centers on success in college and careers. Stakeholder commitment is evident by positive feedback and participation in the process. The mission, vision, and schoolwide learner outcomes have worked in combination to create a school atmosphere of "30 years of excellence." Through PLCs, new standards, data analysis, research-based instruction, increased rigor, and a focus on learning for all this process benefits all stakeholders. The integration of these statements with STING has played a major role in contributing to HHS being the premier high school on the desert.

Critical Learner Needs

The shared vision, mission, and schoolwide learner outcomes are indicative of a focus on all students learning, with a targeted focus on the critical learner needs in reading, algebra, and post high school preparedness.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Governing Board

Findings	Supporting Evidence
Hesperia Unified School District is governed by a five	Board Policies
member board elected by the community, with each serving	Administrative Regulations
four-year terms. The Board meets at least monthly, with additional budget and facility meetings as necessary. The	Administrative Regulations
selection, composition and duties of the governing board are	Meeting agendas and minutes
in compliance with state and local policies. The Board	
meetings are open to the public with the agenda and	
minutes available online, as well as video recordings, on the	
district website. Additionally, the summary of actions taken	
is sent out to all district employees via email following each	
meeting.	

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Findings	Supporting Evidence
The HUSD School Board is in support of a district vision as well as individual school site visions, missions, and	District Vision
schoolwide learner outcomes. Hesperia High School has had the opportunity to present its vision, along with a proposal	School Vision, Mission, and SLOs
for new programs, to the Governing Board. The district mission of "[p]reparing today's students for tomorrow's world" is supported by Hesperia High School's focus on	
college and career readiness and 21st century learning.	

Understanding the Role of the Governing Board

Findings	Supporting Evidence
Hesperia High School is represented at each board meeting, with the ASB President giving a report of current events and happenings. The schedule of board meetings is provided to	Board Reports

the community on the district website. Additionally, the parents are encouraged to attend through HHS Parent Center and ELAC. Each board meeting has a designated portion of the meeting for parents and community members to speak publicly about any item on the agenda.

District website

Meeting Minutes

Governing Board's Involvement in the Review and Refinement

Findings	Supporting Evidence
The School Board is responsible for approving the Single Plan	SPSA
for Student Achievement (SPSA) annually. They are updated	
regularly on the direction of the school and the programs	Board Meeting Minutes
offered. The Board is supportive of permitting schools in the	
district to each develop their own unique focus and theme in	
preparing students for their futures.	

Professional Staff and Governing Board

Findings	Supporting Evidence
It is the responsibility of the principal to keep the HUSD	Meeting Schedules and
Board of Education and Cabinet apprised of the ongoing	Minutes
operations of HHS. The monthly Education Services	
Leadership Team meetings are in place to provide open lines	CSEA and HTA Contracts
of communication between site principals and the District.	
Weekly management meetings are attended by site	
administrators with the purpose of discussing and	
disseminating information and district directions. The	
classified and certificated staffs are each represented by an	
association and contractual agreements.	

Board's Evaluation/Monitoring Procedures

Findings	Supporting Evidence
The Education Services division provides the Board with regular updates of student assessment data, William's	Board Updates
Reports, County Walk Throughs and other pertinent school	Board Reports
information. The Board members frequently visit school sites	
and are familiar with each school individually.	

Complaint and Conflict Resolution Procedures

Findings	Supporting Evidence
The Board policies outline the use of the Uniform Complaint	Board Policies
Procedure (UCP), as required by state law and California	
Education Code. There are also clear policies for all other	UCP
complaints presented to either the district or school site. A	0.00 0
recent review of district and site policies and procedures	OCR Report
conducted by the Office of Civil Rights found that all policies	
are in alignment with laws and in support of students.	

Conclusions

Hesperia Unified School District has a clear vision and works to support the individual school sites. District goals, vision, and mission are evidence of the shared direction and strong leadership currently in place.

Critical Learner Needs

The district LCAP demonstrates a commitment to supporting student learning with funds being specifically earmarked for supporting students in math and reading. These district goals and allocations were developed by committees of teachers, parents and administrators and are in alignment with the critical learner needs of HHS.

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

Findings Supporting Evidence

Hesperia High School encourages the involvement of all stakeholders in the planning and decision making process. School Site Council, Parent Center, English Learner Advisory Committee, and various booster clubs are some of the avenues of involvement and participation available to parents.

Students are involved in the decision making process through Associated Student Body, AVID, various clubs, and SSC. Many school events are initiated by students; often simply through taking advantage of the open door policy of the administrative team members.

Staff members are intricately involved in the planning and implementation process through Leadership Team, Home Groups, Focus Groups, SSC, PLCs, and various committees, such as Title I, Parent Support, and Community Involvement/Outreach. The staff anonymously submits a survey on the leadership of the school, with recent results indicating satisfaction with the level of involvement in the planning and decision making process.

Meeting agendas and minutes

Staff leadership survey results

School Plan Correlated to Student Learning

Findings Supporting Evidence

The SPSA is revised annually through a process of data analysis, budget review, and program evaluation conducted by stakeholders through departments, Leadership Team, SSC, and the Title I Committee. Schoolwide goals are based upon this analysis and are developed in the interest of providing all students with the support needed to succeed in high school and beyond. The critical learner needs are identified through this analysis, which are currently: 1) Improve Algebra I pass rates, 2) Improve reading skills and 3) Increase graduation

Single Plan for Student Achievement

School Site Council, Title I Committee, and Leadership meeting agendas and minutes and A-G completion rates. The refinement of the SPSA is an integral component of the self-study process.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Findings	Supporting Evidence
HHS administration and SSC work together to ensure that	SPSA
resources are allocated in pursuit of accomplishing the SPSA goals. While there have been many recent changes to	Budget
funding, including recent allocation of Title I funding to HHS,	PD Plan
the focus has continuously been on maximizing resources in	r D r lali
the interest of student learning. Specialized, or restricted, funding is used to increase personnel to support struggling	Personnel Allocation
students, including bilingual assistants, a reading intervention	Master Schedule
teacher, and a reading instructional assistant. Furthermore,	
funds are allocated toward professional development for	Course Guides
staff in the areas of reading, math, bilingual education,	
technology based instruction, and CCSS instructional	SSC Agendas and Minutes
strategies. Supplemental teaching and learning materials	Parent Center
and extended learning time are also supported by the	Parent Center
allocation of resources. Parent involvement is supported by	FLAC
Title I funding in an effort to increase the connection	
between school and home.	

Conclusions

Hesperia High School manages resources effectively, with a constant focus on supporting students, parents and staff. There is an ongoing collaborative effort of revising and monitoring the SPSA in the interest of addressing the critical learner needs and attainment of schoolwide learner outcomes and goals.

Critical Learner Needs

The leadership and staff of HHS make decisions and initiate activities that focus on all students achieving the expected schoolwide learner outcomes and academic, college, and career readiness standards. The SPSA is monitored and refined annually based on analysis of data to ensure alignment with SLOs and critical learner needs.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Findings

In order to provide a quality education, it is in the best interest of students for the school district to hire and retain a well-qualified staff. The hiring process begins with the personnel office of HUSD, with positions posted on EdJoin and in staff mailrooms across the district. Often, the personnel office works with local universities to identify strong candidates for positions. Qualified teacher candidates must meet the requirements set forth by the state, county and district in regards to credentials, qualifications, and background checks. The district office verifies that all qualifications have been met. The interview process includes school site personnel and thus ensures that the candidate best meets the individual needs of the school.

All new teachers go through new teacher training through the district. All employees that are new to teaching are also required to complete two years with a mentor teacher, reflecting on their teaching practices, and are observed twice per year by that mentor teacher. This is completed through the district induction program. Probationary teachers meet with administration at the beginning of the school year to set goals for the year based on the CSTPs. They are then observed twice during the school year and then meet with administration for a summative evaluation. Non-probationary teachers are formally observed every two years. During each observation year, all teachers are asked to write goals based on the CSTPs which are evaluated for attainment at the end of the school year.

Supporting Evidence

Board Policies

Hesperia Teachers Association Contract

Classified Employee Contract

District Credential Audit

Qualifications of Staff

Findings

Every effort is made to attract and secure employment of high qualified applicants with the background and training necessary for each position. Furthermore, ongoing training

Supporting Evidence

Credential Audit

and professional development are offered to strengthen instructional skills and to respond to the changing demands of education. District level academic coaches provide a variety of services, from large group training after school hours to one on one coaching and modeling within the classroom. Additionally, a significant portion of the site budget is set aside specifically for professional development in the interest of finding the best methods possible to meet the needs of all students. Some areas of focus for HUSD and HHS are EL strategies, AVID methodologies, data analysis and response to learning, PLCs, and the Common Core instructional shifts.

Professional Development Plan

District LCAP

Maximum Use of Staff Expertise

Findings Assignment of staff to particular schedules is based upon many factors. In adherence to the Hesperia Teachers Association agreement, administration sends out preference forms in early spring as the first step to designing the master schedule. The head counselor, principal and assistant principal determine how many sections of each course are going to be offered and compare the needs to the teacher preferences. In consultation with the department chairs, tentative assignments are made for teachers. In addition to making sure all necessary qualifications have been met, consideration is given for proven success with particular courses as determined by student assessment results. New staff members and those new to teaching a particular content are provided with support from the department chair. Teachers work collaboratively through PLCs to share instructional strategies and materials.

Supporting Evidence

Master Schedule

HTA Contract

PLC Meeting Minutes

Defining and Understanding Practices/Relationships

There are clear district policies outlining the role of site administrators. The management teams meet monthly to share best practices and collaborate on programs and policies. There are additional meetings for principals and assistant principals. Hesperia High School staff members are provided training at the beginning of each school year on site Supporting Evidence Management Meeting Minutes Board Policies Professional Development Plan

policies and expectations. All forms and staff information are also available online at hesperiaonline.com/411. This website has been created by staff as a one-stop source of information. Tutorials on how to use Illuminate (the data and assessment program) and PowerSchool (the student information and grading program) are also available on this site.

The roles of PLC leads, department chairs, Teacher Technology Leader, and administrators are all clearly defined, with a collaborative decision making model in place for most situations. The Leadership Team is composed of all of the above leaders as well as the HTA site representative, AVID Coordinator, and WASC leaders. This group meets monthly and has the responsibility of bringing forth issues, determining policies and programs, and supporting staff in implementing educational practices. PLC teams for each content area meet during collaboration time on Wednesdays to develop schoolwide pacing guides and to share common formative assessments and instructional strategies.

Together, they develop units of study designed around a central "big idea" and "essential questions."

Internal Communication and Planning

Findings

Communication is done in many forms amongst staff and leadership. Email is the primary form of ongoing communication and is further supported through monthly staff meetings, all-call announcements, the daily bulletin, video announcements, a staff Remind 101 account, and automated phone calls home. Members of the Leadership Team are expected to share with their departments and PLC groups all pertinent information, as well as bringing concerns from the staff back to leadership. The adopted statement of purpose of the leadership team is: Our purpose is to lead positive change by analyzing what needs to be done, serving as a conduit for information, and setting an example of the excellence required to achieve our goal. The meetings begin with a check-in of issues and successes and end with a recap of what to take back to their teams.

Supporting Evidence

Leadership Team Minutes

Staff Email

Record of Remind and Blackboard Connect communications

The administration team has embraced an open door, service oriented policy, making themselves available to assist in resolving any differences that may arise. There are also three site representatives for the teachers' association (HTA) and one representative for the classified staff association (CSEA). These staff members hear concerns and attempt to resolve any issues at the lowest level. It is important to note that there is a climate of trust and support at Hesperia High School, with no grievances filed for at least three years.

Staff Actions/Accountability to Support Learning

Findings

In an effort to increase the collaboration amongst staff in holding each other accountable for student learning, Professional Learning Communities were introduced in 2010 to Hesperia High School. This commitment to student learning and collegial collaboration has grown each year and has resulted in a targeted focus on student achievement. PLC teams are established around specific content areas with the teachers working together to develop pacing guides, units of study, common formative assessments and single assessments. PLC teams share best practices and work closely with district academic coaches to refine instructional strategies.

Walk throughs of the classrooms are conducted by a variety of personnel with various purposes. The site administrative team conducts regular walk throughs and provides department feedback on the strategies observed and recommends ways to improve. The administrators also invite teachers to join on walk throughs, a program referred to as "sharing greatness", in order to give teachers an opportunity to observe a variety of instructional techniques used by their colleagues. District personnel joins site administration in conducting 4C walks, focusing specifically on the implementation of critical thinking, communication, collaboration, and creativity. A rubric has been provided to staff, along with professional development snapshots at staff meetings, in an effort to have a common understanding of what the 4Cs should look like in the classroom. The county also conducts walk throughs twice a year in conjunction with our site learning walk team with a focus on a set of site

Supporting Evidence

Walk through schedules and reports

PLC meeting minutes

Collaboration Wednesday Schedule

determined goals: reason critically, communicate effectively, and build content knowledge. These three areas address the 4Cs as well as the critical learner needs at HHS.

Teachers meet in collaborative teams for 45 minutes every Wednesday morning, with students on a late start schedule. This time is spent in PLCs, Home Groups, Focus Groups, or schoolwide for professional development. In further efforts to increase the opportunity for staff to share practices that support student learning, all teachers are provided with the opportunity to take two release days a year in department teams or PLCs. These groups often invite the district academic coach of their content area to join them and assist with developing units of study and authentic learning tasks.

Evaluation of Existing Processes

Findings	Supporting Evidence
Through surveys, meetings, and the revision process for the	Surveys
SPSA, the existing processes are reviewed to determine the	
degree to which the actions of leadership and staff are	SPSA
focused on student learning. Data is regularly analyzed to	
determine the effectiveness of decisions. As the SPSA is	
revised, departments provide input as to whether the	
programs and materials purchased through categorical	
funding have had a positive impact on student learning. As	
new standards have been adopted and the instructional	
strategies have shifted in support of the Common Core,	
teachers have been provided the opportunity to test out new	
materials and programs to help make decisions for	
schoolwide expenditures.	

Conclusions

The collaborative and supportive environment of Hesperia High School is conducive to ongoing professional learning. The PLC teams share instructional practices in pursuit of the most effective means by which to improve student learning. Walk throughs and the evaluation process are focused on helping teachers to maximize their instructional effectiveness.

Critical Learner Needs

The staff of Hesperia High School is well-prepared to meet the needs of students. Having a well-qualified staff results in having the ability to focus on the individual needs of the students and the critical learner needs. The reading and math intervention teachers were hired specifically for their expertise in addressing the critical learner needs.

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Support of Professional Development

Findings	Supporting Evidence
The HUSD school board, district personnel, the HHS site administration, and the HHS teaching staff realize that professional development is an integral part of ongoing and effective teacher education. In turn, effective teaching techniques positively influence student achievement.	CART (Curriculum Articulation Team)
	TESA (Teacher Expectation Student Achievement)
HHS administration, in conjunction with HHS teaching staff, facilitate a plethora of professional development opportunities after thorough evaluation of student as well as teacher needs.	PD/training in the areas of: PLCs, Ruby Payne, Thinking Maps, Common Core, AVID, Differentiation, and The 4 Cs
Professional development includes time earmarked for ongoing collaboration, for the sharing of teaching practices,	BTSA (Beginning teacher Support and Assessment)
and discussions focused on student achievement.	New teacher orientation
We have allocated release time for PLC teams to meet and develop CCSS compliant units of study. The Curriculum	Buddy teacher program
Articulation Team offered four after school training sessions to assist with 21st century learning in terms of Common Core, the 4 C's, and project based learning. Google Drive,	Technology training (Google docs, Illuminate)
Illuminate, and general technology training has been provided by the site and District.	SELPA-based training (Special Education Local Plan Agency provides intervention training related to IEPs, behavioral issues, and academic concerns)
	Opportunity to observe HHS colleagues' teaching practices and methodologies

Supervision and Evaluation

Findings	Supporting Evidence
The HHS administrative team shoulders responsibility for	Summative evaluation

effective supervision and evaluation procedures in order to facilitate professional growth and development. The manner of articulation is facilitated through an open-door policy and a team atmosphere that permeates throughout the campus.

According to the HUSD bargaining agreement, teacher evaluation and supervision are focused on constructive facilitation, professional encouragement, and the promotion of rigorous and relevant academic teaching methodologies.

Teachers are evaluated twice annually during their first two years, then every two years after obtaining permanent employment status. Using district and union-approved performance standards, the evaluations reflect alignment with the California Standards for the Teaching Profession (CSTP).

Sheets/reports

Bargaining agreement

Scaffolding for unsatisfactory evaluations

New teacher meetings, mentors, buddy teachers

Informal walkthroughs by administration

Staff surveys evaluating the effectiveness of the administrative efforts

County and district walkthroughs

Measurable Effect of Professional Development

Findings

The site administration team, district educational services division, and county support team all conduct a variety of walk through observations of classrooms throughout the school year. The focus of these walks is on growth and implementation of the instructional techniques upon which the staff is focused. These walks and the ensuing discussion provide the evidence of the positive effects of professional development and coaching. The teachers on assignment as academic coaches also provide support and feedback for teachers as they implement new and innovative instructional techniques.

Supporting Evidence

Meeting minutes PLC/department

Common Formative Assessments

Previous CST results and future Smarter Balance Assessments

Conclusions

Findings

Professional development and support of staff learning time is an area of focus for HHS. Through PLCs, release time for staff, after school training opportunities and off campus conferences, there are many avenues for continued professional growth.

Critical Learner Needs

Findings

The ongoing professional development directly connects to student learning, achievement of the SLOs, and addressing the critical learner needs. Research has shown that a well prepared staff is one of the most important factors for student learning.

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions

7.11.000.10.11.20.10.10.10	
Findings	Supporting Evidence
The commitment to our vision statement here at Hesperia High is evidenced by the development of the Early College	ELMOS and Tablet PCs
Academy; a partnership with Victor Valley College to focus on and assist those students who have the academic ability to	Peer Assistance
succeed in college but need additional support. These students can earn up to 20 transferable units towards an	Guest Speakers
Associate Degree. These classes are integrated into the	Early College Academy
students' regular academic day.	Job Fair
In addition to the Early College Academy, HHS offers several programs to prepare students for a career after high school.	College tours
The ROP program continually adapts to meet the employment needs of the community and student interest.	Ordered more effective materials/novels
ROP courses include Fundamentals of Law Enforcement, Medical Core, Intro to Nursing, Web Design, Auto/Engine	Credit recovery
Performance, and Digital Design. Our ROP Auto/Engine Performance program is the only program in the district in	Upgraded computer labs
which students work on real cars.	Chromebooks/iPads
Department members bring needs to Department Chairs or PLC leads. The Department Chair or PLC lead forwards these	ASL Class
needs to Administration. Together with the School Site Council, Administration makes final decision on monetary	Parent Center
allocation. Administration is also accessible and open to requests from individual teachers.	Adjusted library hours
	ROP
Due to the thoughtful allocation of funds, we have been able to provide a safe and supportive campus for all students and we have seen an increase in our graduation rate. Resources	Broadcasting
have been allocated for the Odyssey Credit Recovery program to support and increase the graduation rate.	Beginning and Advanced robotics class
Computer labs have been upgraded and expanded to be more accessible to all students.	STEM programs

Practices

Findings

Each spring, preliminary allocations of the budget are made to sites. The principal then develops the site budget and submits it for approval. All restricted funds, such as Title I and LCFF, require justification and alignment with the SPSA prior to each expenditure. This process guarantees that resources are utilized in accordance to regulations and in alignment with student achievement goals. Prior to making annual revisions to the SPSA, the leadership team is required to analyze the prior year's expenditures in relation to student performance. Decisions are then made on the effectiveness of the budget as a form of student-centered auditing.

The ASB office is responsible for student club funds and is FCMAT trained. Each year there is an audit of all ASB funds with a report provided to the business office and the principal.

Supporting Evidence

Site budgets

SPSA

Facilities

Findings

An ongoing effort has been made to increase our effectiveness by upgrading facilities. We have increased the number of computer labs that are accessible to students. Computer equipment has been upgraded to meet the needs of 21st Century learning.

The following have been completed since our last WASC visit: the lighting on campus has been upgraded, security cameras have been installed in key areas of the campus, permanent restrooms have been installed in the football stadium, an electronic marquee has been added, designated areas have been established to help facilitate safe and monitored lunches, and the exterior of the campus has been painted, giving a total facelift to Scorpion Country.

Even though the school is one of the oldest facilities in the district, we receive compliments regularly on how well maintained the site is. The plant supervisor and his crew are diligent in making the campus a place staff and students can be very proud of. All county visits and the recent OCR visit

Supporting Evidence

Early College classrooms

Upgraded/expanded computer labs

New Paint

Athletic trainer provides CPR/First Aid/Concussion/Hydration Training

Campus assistants are readily available

LVN on campus

Extended hours for library

CCRC

have resulted in positive reports of the physical campus.

HHS is a safe campus in comparison across the district and high desert region. The positive manner with which students are treated is conducive to a respectful and collegial environment. Adults monitor the campus continually, with teachers out on their ramps between classes, administrators supervising before school, at lunch, and after school, and campus assistants continually monitoring the entire campus for student safety.

Responsive maintenance staff

Officer on campus

Increased amount of food service carts

Stadium Bathrooms

Healthier food choices in cafeteria

Security cameras

Bus lane speed limit

Security screens on windows

New Marquee

Instructional Materials and Equipment

Findings

The Leadership Team is responsible for making decisions in regards to schoolwide technology, textbooks, and other materials. Department chairs gather input from their teams and bring that to Leadership for final decisions. School Site Council then approves appropriations for requested equipment and materials. School Site Council is made up of administration, certificated and classified staff, students, and parents. Through ongoing communication between teachers, PLC leads, department chairs and administration, all teachers are given the opportunity to bring forth their particular requests for materials. As of this school year, there is also a site level mini-grant process through which teachers can request purchases to support their struggling students through Title I monies. Leadership considers all requests for materials, equipment, technology, and software tools and grants those requests within reason and determines whether the expenditure is in alignment with the goals and actions set forth in the SPSA. It is also the responsibility of Leadership to determine the effectiveness of the tools and materials purchased each year in planning for

Supporting Evidence

ELMOs, Tablet PCs, Ipads, Chromebooks

PAES Lab (On the job training)

Workability program

Print shop

Turnitin.com

Rosetta Stone

Technology team

Hesperia Online

Colleague support for technology

Learn 360

the following year.

Scorpion 411

scorpioncountry.com

Well-Qualified Staff

Findings	Supporting Evidence
The personnel office works closely with site administrators in	Title I funds
screening and interviewing potential staff members. Once hired, certificated staff is provided ongoing support through	Google docs training
mentors, buddy teachers, and the district employed subject matter coaches. Coaches are available to every teacher at	AVID training
any time. The school provides resources for new teachers through the new teacher academy, BTSA, and the buddy	AP training
teacher program. Site professional development is provided during collaboration time on Wednesday mornings as well as	Special Ed training
during monthly staff meetings. Every effort is made to give teachers the tools they need in supporting student	Plugged-In Training
achievement. Teachers are also able to attend conferences and trainings specific to their needs in support of continued	PLC Training
professional growth.	

Long-Range Planning

Findings	Supporting Evidence
Each year, the principal submits goals to the assistant superintendent of education services, which include the	Leadership Team meeting minutes
plans and vision for the school. The Leadership Team determines the needs of the school and sets the direction for the future. Often the goals are set with a gradual	School Site Council meeting minutes
implementation plan in order to ensure effectiveness. As changes are considered, information is disseminated through	Department Meeting agendas
departments to all staff for discussion and reflection. Feedback from these departments is given back to the	Online survey results
Leadership Team for final decisions. The effectiveness of this	
process is evidenced by consistent progress towards the goals of the Common Core State Standards.	

Conclusions

Through difficult budget times and in the recent implementation of LCFF, there has been a constant focus on allocating available funding in support of student learning. Administration works to creatively maximize the impact of expenditures. There are clear systems in place for

training administrators and School Site Councils on budgeting practices, including preparing fiscally responsible budgets.

Critical Learner Needs

With funding being one of the significant barriers to adequately supporting students, especially in impoverished communities, the responsible allocation of resources at HHS contributes to addressing the critical learner needs. Resources have been allocated to math and reading intervention in an effort to address the critical learner needs in algebra and reading. Resources have also been allocated toward the Early College Program in an effort to address the critical learner need of A-G completion and the graduation rate.

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- There is clear alignment between the district and school site, with support provided for curriculum, instruction, and implementation of innovative programs for students.
- Communication has greatly improved, with a strong shared vision for the school.
- Resources are maximized and used creatively and effectively for student achievement.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Continue to develop methodologies to determine the effectiveness of newly adopted policies and programs.
- Continue to focus on clear communication and shared decision making between district and site and among administration, staff, and departments.



CHAPTER IV-B: CURRICULUM

Jennifer Campbell: The Orts Randy Lockie: The Orts Lisa Bliss: English Jasmine Holson: English Kate Gentilucci: English Gail Crestin: Foreign Language

Barbara Howard: Foreign Language

Brock Lynch; Math Sarah Yang: Math

Billy Vaughn: Physical Education Mike Rummler: Social Sciences Sara Rummler: Social Sciences Mick Ognilera: Science
Joanna Hoegerman: Science
Diana Ybarra: Special Education
Michele Childress: Special Ed. Ossistant
Delbie Jeferjahn: Special Ed. Ossistant
Windy Ferren: School Secretary
Melanie D'Ombra: Campus Ossistant
Heidi Vargas: Campus Ossistant
Jessica Brown: Registrar
Brad Strehle: Counselor

alicia Bonnett: Vice Principal

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Findings
Hesperia High School has relied upon and utilized current
research to provide a meaningful instructional program for
students. The district supports HHS with current educational
research through professional development and the use of
curriculum coaches. These coaches have led training sessions
in defining, clarifying, and implementing the Common Core
shift. Teachers work in Professional Learning Communities
(PLCs) and have collaboratively created common unit plans
that focus on key ideas, terminology, and concepts that not
only reflect the content material, but incorporate real-life
applications. Many teachers are also members of
professional organizations such as National Science Teachers
Association, California Science Teachers Association,
American Psychological Association, National Council of
Teachers of English, and California Language Teachers
Association, which enable them to make direct use of current
research in their classrooms. Teachers attend conferences
associated with these organizations to keep up to date as
well, such as AP trainings, AVID training, and Expository
Writing Training.

Collaboration of best practices and content takes on many forms at HHS. Each Wednesday, staff meets as departments, PLC's, or focus groups to collaborate. These ideas are more than conversations as we share resources through Google Docs and a shared district drive. Teachers also conduct peer observations in classrooms with administration to observe what fellow teachers are doing in what we call "Sharing Greatness." In addition, the leadership team participates in professional learning by shared reading of current educational literature. Last year's book of choice was *The Collaborative Teacher*, and this year's book is *Classroom*

Supporting Evidence

Use & implementation of Common Core lessons

Curriculum Coaches

Common Unit Plans

District shared docs

Common assessments

Teacher release days

Professional Development

Differentiated Instruction

Sharing Greatness

Plugged In Conference

Tier I, II and III English Training for EL

SBAC Test Release Question Exposure

Data driven instruction

Illuminate

PLC Collaboration

AVID

Instruction that Works. Furthermore, the administrative team discusses shared professional readings to stay current on educational practices.

Membership in Professional Organizations

Collaborative teaching between Special education and regular ed

Transitional goals and planning in the IEP process for career and college readiness

Career assessments designed to identify interests in every grade level

Academic and College- and Career-Readiness Standards for Each Area

Findings

Instruction in all classes at Hesperia High School (HHS) is based upon adopted state standards. As we transition from California State Standards to Common Core Standards, we strive to incorporate the new standards and modify instruction to best meet the needs of our students. Teachers were trained by district personnel and site administration in order to gain better understanding and experience in how to implement Common Core as well as to align teacher instruction. Common Core Standards in math and English are incorporated in many subject areas as we make every effort to incorporate cross-curricular collaboration in our instruction. The science department has started to work with the NGSS standards in plans for implementation.

All students at HHS are given access, through guidance counseling, to a curriculum that prepares them for a career and/or college. Each student meets with a counselor to create a plan to meet their post-secondary goals. For those students who wish to attend college, there are many programs that meet a-g requirements that will help them prepare for entrance to the college of their choice. We have also expanded the classes that meet a-g with the approval of Advanced Photography and Sign Language courses. All 9th grade students are now taking Biology, putting them on the A-G track from day one. Applied Physics and Engineering are

Supporting Evidence

Physics/engineering collaborative projects (Cross Curricular)

Combined projects among art teachers. (Cross Curricular)

Curriculum Articulation Team training

"This Is Us" pictures (Cross Curricular)

Collaborative Unit Plans among teachers in same subject. (Collaboration)

Pacing guides to keep teachers on same track

A-G posters in classrooms

CCRC weekly meetings

State and national standards

Scaffolded instruction designed

in the process of becoming A-G certified. Teachers define expectations in their syllabi and have posted lists of the A-G requirements in their classrooms for students to see in an effort to raise their awareness and empower them. The College and Career Resource Center (CCRC) also provides information on requirements for college through the Wednesday Walk-in Workshop program.

to support special education student pursuit of post high school education

VVC Bridge Program

Congruence

college, careers and life.

Hesperia High School began the process of updating the schoolwide learner outcomes in the 2012-13 school year. The school stakeholders embraced the new acronym STING. Thus, teachers integrate learning activities that encourage students to become technologically skilled, learn tenaciously, solve problems innovatively, communicate and network effectively, and lead locally and globally in preparation for

Rigorous content and relevant real-world thinking processes raise the bar for career and college readiness for all grade levels. Curriculum, instruction, and assessment align with current state standards, including the transition to CCSS and NGSS. Teachers utilize project- based learning, problembased learning, and explicit thinking skills instruction to best meet the needs of all students.

Students at HHS have equal access to classes that meet the A-G requirements and career education. For example, we have a strong Career and Technical Education program (CTE) and Regional Occupational Program (ROP) where students can learn about and prepare for careers in the engineering, culinary arts, automotive tech, law enforcement, and healthcare fields. This year, our students have the opportunity to earn both high school and college credit through our partnership with Victor Valley College in our Early College Academy. These courses are taught by community college instructors at no cost to our students, on our campus during our school day. HHS also supports students through our growing AVID program.

The CCRC (College and Career Resource Center) has regular

Supporting Evidence

Data analysis across departments/PLCs

PLC/department minutes

District and department pacing guides

A-G requirements

ROP programs

Early College Academy

CTE

Engineering programs

Elective courses (fine and performing arts)

Broadcasting and Journalism courses

Career and College Resource Center (CCRC)

Technical writing tasks in English Department

Articulated with VVC Bridge program

workshops and supports students as they transition to college and careers. We currently have the only broadcasting program in the high desert that features a student produced live high-definition broadcast. Our engineering program has grown to incorporate robotics and reinforce STEM, with teachers from various subject matters involved.

Each department has a pacing guide that has been created to cover the academic standards. Math and language arts are currently working to develop a more relevant pacing guide to fit the common core standards. Science is presently working with a pacing guide that complies with current and future NGSS standards. HHS math teachers are meeting with others from across the district to align vertically between high schools and their feeder schools.

Schoolwide Learner Outcomes

Department Computer Labs

Student Work — Engagement in Learning

Findings All classes at HHS implement curriculum that is based on current state standards. Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Career and Technical Education (CTE) Standards, and all other current standards implemented in California are the foundation of all instruction. Teachers communicate to students the learning objectives that are based on state standards. Evidence of this standards-based instruction can be seen in many forms of work and products that are produced by our students. Students in English classes create an interactive notebook and/or portfolio that represents the body of work and knowledge they have developed throughout the year, AVID students have several assignments in which they must demonstrate their progress in all classes, and students in science and engineering classes demonstrate their knowledge of material through assessments and handson laboratory activities that require them to use what they have learned in class in real-world scenarios. Teachers within the same subject area create common assessments that can be given to students in multiple classes to measure their progress throughout the school year.

Evidence of standards-based instruction goes beyond the

Supporting Evidence

Performances and Festivals

Science fair

Mock trial

Robotics

Senior portfolios

Peer tutoring programs

Automotive technology

Student GPA

CAPA classes work within community

Scorpy's

Broadcasting and Journalism (Newspaper)

Modeling in math (kites,

classroom in a number of ways at HHS. Students can participate in clubs such as robotics and mock trial that have events and competitions within the community and against other schools. This year, science students can participate in the Science Olympiad, in which they can put their knowledge of science to use and be pitted against students from other local schools and create a sense of competition and teamwork to advance learning. Performances by the Fine Art department within the community showcase student work and highlight the progress that students have made. CAPA classes work within the community, which provides benefits to our special education population while doing service within the local community. We have a restaurant on campus, Scorpy's that is run by students and gives a unique incentive to our ROP students. We have a national awardwinning journalism and newspaper class and our broadcasting program is among the first in the state to create a student-produced live web broadcast of student work and activities on campus. An Academic Decathlon team has been formed in which they can put their knowledge of science, math, English, history, and art to use and be pitted against students from other local schools and create a sense of competition and teamwork to advance learning.

maximizing volume, sand castles)

Displayed school work in class

Work provided as evidence for attainment of special education goals

Job portfolio in Life Skills

Accessibility of All Students to Curriculum

Findings

Hesperia High School is dedicated to providing a high quality and rigorous education for all students. Counselors guide students in choosing classes that meet their career and/or college goals. In addition to classes that meet the A-G requirements needed for college, HHS offers AP, Career and Technical Education, ROP, AVID, Early College, & Special Education classes to provide access and support success for all students. AP courses are open to all students with the motivation and desire to be successful in a college level course. We offer a variety of academic, athletic, and artistic courses which are available to any student who chooses to explore these pathways. Of course, prerequisites for particular areas of study do exist, but every student has the opportunity to advance into their particular talent or interest.

Supporting Evidence

A-G requirements

Special Ed participation in collaborative classes

Semi self-contained courses in special education

Life Skills program in special education

Applied Intensive Intervention -Model (AIIM) for at-risk students

Saturday Academy Offerings

Hesperia High teachers spend a great deal of time collaborating in departments and course-alike groups to discuss curriculum, and develop common assessments and lesson plans. Staff has been working very hard in developing common grading scales, such as in Math and English, and developing more common assessments, both formative and summative, in all core subject areas. Tutoring and intervention opportunities are available to all students both during the day and after school for those in need of additional support.

English Learners are supported in accessing the core curriculum through ELD classes and bilingual assistants. English Learners are clustered in math, social studies, and science classes with bilingual assistants scheduled into those sections to work with students for whom language is a barrier to the curriculum. Professional development is provided to all teachers in EL strategies and the ELD standards.

Every Special Education student is placed in appropriate courses per their IEP and with consideration for the least restrictive environment (LRE). Each special education student has an Individual Education Plan generated by all the stakeholders in the student's education. The Special Education case carrier communicates with the student, parents, administrator, and counselor to assure an appropriate schedule. Once placed in regular education classes, both special education and regular education teachers monitor these students to make sure they are being successful in these new classes. Teachers in regular education classes monitor all students' success as well. Teachers can recommend students for different classes or programs if the level of the student is not appropriate for their current course. Teachers give common assessments developed with their PLCs to measure the learning of all students in these courses, and can use this data to provide interventions when needed.

Test scores

Student products

Daily goals and targets

Computer labs

Tablets/iPads/Chromebooks

Collab Teaching

Common assessments

PLC meetings

Counseling grad checks -CCRC

WWW Wednesday meetings for interest in college

Credit recovery classes

Peer tutoring center

LINK/ASB

ELD coordinator

EL plan

Integration Among Disciplines

Findings	Supporting Evidence
Cross-curricular PLCs meet regularly to collaborate on shared	Physics and Engineering shared

goals and/or units of study. As an example, the Physics and Engineering PLCs have developed shared units which include engineering projects that incorporate physics principles, such as projectile motion in building trebuchets. All teaching staff has received multiple CCSS professional development opportunities and Unit Plan design and implementation training in four Curriculum Articulation Team (CART) trainings in 2013/14 school year.

All courses at HHS are based on California Common Core State Standards, which are referenced in writing curriculum. AP classes make use of curriculum from College Board, where teachers can see examples based on the development of the AP tests and from the syllabi of other AP teachers. Career and Technical Education (CTE) uses advisory committees to develop curriculum, which is used in our courses to evaluate student performance. Students must achieve an 80% threshold to achieve certification and college course credit.

HHS has a collaborative working relationship with Victor Valley College. Through this relationship, HHS has launched our Early College Academy where VVC instructors teach college-level class on HHS's campus. HHS administrators worked closely with VVC to establish the courses and curriculum. Conversely, VVC is in the process of obtaining articulation agreements with our CTE, engineering, medical corp, and ROP foods courses. HHS instructors facilitate those classes and our students earn VVC credit under their policies. VVC oversees curriculum for all of these programs.

HHS staff members voluntarily participate in Sharing Greatness walkthroughs where teachers have the opportunity to observe other classrooms. Administrative staff regularly observes instruction and invites visitors in to observe classrooms in progress.

units

Cross-curricular PLC meeting notes

CART Training

Staff Meeting Agendas

CTE & ROP articulated with VVC

Security & integrity maintained through walkthroughs

Staff evaluations

Collaboration between special education and general education

Accommodated and modified curriculum in special education

Curricular Development, Evaluation, and Revisions

Findings

HHS offers our students a plethora of choice within our broad curricula. These include many AP, honors, and college preparatory courses. As well, ELL and Special Education classes assist these students in achieving graduation and

Supporting Evidence

Professional Learning Communities

Meetings with district academic

post-educational goals. In addition, students are offered the choice between single-sport, multi-sport, fitness- focused classes, or competition based activities in PE. Students can also choose from a wide array of practical and fine art classes, including those offered through CTE and ROP.

A-G graduation requirements are communicated to students through in-class visits from counselors, posters in each a-g classroom, as well as through viewing an A-G focused video clip. Curriculum calendars, similar grading policies, and common assessments ensure coherency within and among departments.

Hesperia High School reviews and evaluates the effectiveness of curriculum through the implementation of strategies and assessments that are differentiated for student needs. In professional learning community meetings, teachers meet in vertical and horizontal alignment (meeting within grade level, as well as whole-department) and create shared unit plans. In the past, teachers have also participated in 'Sharing Greatness,' observing the instruction of others and exchanging strategies and critiques. The overall processes of each program area are further evaluated through common assessments. The effectiveness of the curriculum of all subject areas are evaluated using district-wide curriculum reviews, participation in development of district-wide assessments, Advanced Placement testing, and CAHSEE results. Accelerated Reader Reading Level assessments are also used to track the progress of most students. Teachers are able to review the needs of individual students through data available on Illuminate -- student state test scores and information regarding mastery of standards are available.

We are currently in discussions within our math department, sister schools, and district office with regards to a possible transition away from traditional math courses to integrated math courses. We are also in the process of adopting a new set of math textbooks.

Teachers are heavily involved in evaluating and responding to the effectiveness of curriculum. Administrators oversee the implementation of curriculum through regular classroom walkthroughs and evaluations of teacher performance. Guidance counselors provide advice to students and help to coaches

Department meetings

Observing fellow teachers

Teacher-led professional development

Leadership meetings and sharing out

Collaborative classrooms between regular and special education teachers

Four-year plans

Course offerings

A-G requirements: counseling office/ website, posted in teacher classrooms

guide them on an educational path that will prepare them for college and careers. School Site Council, which includes teachers, parents, and other district personnel, reviews curriculum and gives feedback to help improve performance. Teachers maintain an open line of communication with any parents that wish to keep track of their student's progress.

Policies — Rigorous, Relevant, Coherent Curriculum

Findings Supporting Evidence

Curriculum is created and evaluated collaboratively in various team meetings. CART Training provided the teachers with a Unit Plan template which the teachers use and adapt curriculum, both individually and as a PLC group. During this process, teachers discuss lesson content and approaches and select the best practices that will reach all learners. Instructional strategies used by teachers are discussed during PLCs, focus groups, and department meetings. PLC teams meet regularly to align course curriculum horizontally and vertically.

The district has provided Academic Coaches to elevate instructional strategies in the classroom, provide support, and offer feedback to assist teachers in developing and implementing best practices. Leadership team members propose and vote on types of meetings and schedules to address and meet school needs.

Teachers analyze CFA data, as well as other standardized testing annually by faculty and by department. Teachers utilize this data to inform instruction and discuss strategies to increase mastery of standards. Previous CST data has shown a closing of the achievement gap between majority and minority subgroups, though a need to further close achievement gaps persists.

Students are encouraged to enter into collaborative environments where they can help each other thrive. For example, students who demonstrate a higher level of cognition in certain areas are encouraged to take classes where they can further improve their skills (Spanish for Spanish Speakers, AP courses, Honors courses, etc.). At all levels, curricula remain rigorous and enriching. Most courses

CART Training

PLCs

Focus group meetings

Department Meetings

Academic Coaches

Leadership Team

Departmental pull-outs to develop Unit Plans

Technology training at all-staff and departmental meetings

School Site Council approves purchases to meet curriculum needs are available to all students, regardless of educational background.

Articulation and Follow-up Studies

Counselors at Hesperia High School prepare students for postsecondary education by creating the Four-Year plan during each student's freshman year. These plans are monitored, evaluated, and adjusted with students on an ongoing basis and classes are planned to support students' post-secondary success. Counselors visit HHS feeder junior high school, Hesperia Junior High, each spring to meet with students and discuss course offerings and IEPs are held for formal matriculation for students in special education. The administration and a group of diverse Scorpion students meet with eighth grade students every spring, as well. As part of this orientation, students and parents can ask questions regarding the high school experience, including both academic and extracurricular activities.

Hesperia High School counselors also work to align core academic courses and AVID program specifics with HJH through annual visits. During these visits, counselors solicit teacher recommendations and provide informational student presentations. Students from feeder schools are recommended to programs such as ACE, to best meet the needs of the diverse group of freshmen who come into HHS. Core academic classes and AVID align curriculum with feeder schools to ensure that students are being taught in a relevant and rigorous manner and to maximize progression of learning.

CTE programs such as automotive technology and many ROP programs have been articulated with Victor Valley College so that students who complete these classes may receive college credit from VVC and begin college with some units already completed.

Victor Valley College maintains an "Upward Bound" program with HHS. The program helps socioeconomically disadvantaged students with maintaining good study and academic habits as they finish high school, and continues to provide support for them, should they decide to attend VVC

Supporting Evidence

CTE and ROP articulated with VVC

Early College Academy

Counselors visit feeder schools annually to solicit teacher recommendations and provides student presentations

ACE Academy

Core academics at HHS align with feeders

K-12 Bridge Program with VVC through MyMentor

AVID program alignment with feeder school

Four-year plans

9th grade orientation

CTE meetings with VVC

after graduation. The Career and Counseling Resource Center (CCRC) at HHS maintains contact with our graduates and continues to support them after high school.

Conclusions

Hesperia High provides a diverse student population with a rigorous and relevant curriculum. We are currently implementing CCSS and NGSS, placing emphasis on real-world applications of knowledge as we make this transition. Our students have access to courses which prepare them for a variety of post-secondary options, including AP courses and CTE courses, and students with special needs and ELL students have specially designed schedules to help them to be successful. As we continue to transition to CCSS, we look forward to more opportunities to collaborate as departments and design common assessments and lesson plans.

Critical Learner Needs

Students are provided access to and support with the core curriculum, thus addressing the critical learner needs in reading and algebra. Furthermore, the rigorous learning opportunities available to all students at HHS prepare students for graduation and college and careers, supporting students in the critical learner need of graduation and A-G completion.

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Findings

Students at HHS are provided with many opportunities to make relevant choices for a high school educational experience that prepares them for postsecondary education, as well as realistic post-secondary careers. Each student begins working on their four-year plan with their counselors and their families beginning their second semester in 8th grade. In this manner, when they arrive at HHS, they are already familiar with the importance of their four-year plan. Throughout their years at HHS, they work on a continual basis with their counselors to ensure that they are taking the necessary classes in order to fulfill their future plans in life. For students who desire to continue with postsecondary education, they are able to monitor their progress in completing the a-g requirements for colleges. Moreover, they are provided with college workshops to prepare them for the application process, including financial aid opportunities. Additionally, local colleges and university representatives are encouraged to visit the HHS campus on a regular basis. HHS also hosts a college fair wherein students are able to speak directly with a wide range of college and university representatives in an effort to find the postsecondary educational option that works best for their particular career goals.

Students who are interested in pre-technical training, have a myriad of options here at Hesperia High School. The HUSD ROP program offers students a variety of courses that focus on providing them realistic training for the career of their choice. ROP courses include manicuring, Automotive technology, Culinary Arts, Dental Assistance, nursing, and many more.

Hesperia High offers a full range of programs, including ELL and Special Education programs, to meet the diverse needs of our students. We also offer parallel support classes, including math and reading, to help all students who may

Supporting Evidence

Counseling recommendations

Early College Academy

Honors, ACE, and AP Classes

CTE/ROP technical programs (engineering, robotics, automotive, cooking, manicuring, law enforcement, medical term, nursing)

Counseling meetings

AVID

CCRC/BRIDGE program -SpEd workability program/ Transitional Partnership Planning (TPP)

Work experience

need additional help mastering content in Math and English courses. AP and Honors courses, as well as other college prep courses, help prepare students for the rigors of post-secondary education. Our intervention programs assist students in all core academic classes on a daily basis.

Student-Parent-Staff Collaboration

Findings Hesperia High School implements collaboration between parents, students and staff to develop and monitor students' educational goals. This is done through Powerschool, which is the online access point for student grades and which provides immediate feedback to parents and students. All students have access to parent-teacher conferences, and weekly progress reports. Counselors are in constant contact with parents, teachers, and students, to monitor students' academic progress. Parents are also invited to campus during Open House and Parent Night, when they are able to meet and schedule individual conferences with all teachers. Scheduling of courses is a collaborative effort that involves the counselors, parents and students. Graduation checks are completed bi-annually to ensure that students are aware of the A-G requirements and determine remaining units to be completed. Teachers also frequently contact parents via progress reports, phone and email to discuss student progress. Special Education students are also assisted through IEPs, which are completed once per year. ELAC is a group on campus that keeps parents of ELD students involved and informed.

The AVID program is used to motivate and prepare students to attend four-year universities. The College Career and Resource Center conducts FAFSA and college and career information workshops that are available to all students. All students also have open access to the career center specialists. Parent Center helps students with low socioeconomic status and scholarships. In staff PLC meetings, teachers consistently discuss the effectiveness of various strategies, based upon student results. School Site Council monitors any funds devoted to categorical and Title I programs.

Supporting Evidence

Powerschool

Weekly progress reports

IEP meetings annually

Graduation Checks

School Site council

Parent center-helps students in need

Counselling

ELD parent meetings

ELAC

CCRC

AVID

Teachers contacting parents with conferences/progress reports/email/phone etc

PLC meeting minutes and agendas

Open House Parent Night

SSTs, IEPs and 504 plans

Monitoring/Changing Student Plans

Findings

In order to monitor and make appropriate changes in students' personal learning plans, students are given the opportunity to privately meet with counselor to discuss their current progress and their futures. All HHS students develop a four-year plan with their counselor at the beginning of high school and regularly evaluate it based on their progress. Counselors discuss courses students should enroll in in order to meet the a-g and graduation requirements. Reverse verification in math occurs each semester to ensure students are ready to transition to the next sequence of the course.

Students are encouraged to set goals and strive for satisfactory grades. If a student is falling behind, teachers open up additional opportunities for the student to receive help in order to get back on track. Students have the opportunity to receive assistance through teacher provided tutoring, after school tutoring, and credit recovery classes. Teachers regularly show students their progress in order to create an environment of success. Students and families have 24-hour access to PowerSchool, which provides instant availability of grades and assignments. Teachers make recommendations for intervention for students who appear to be in need. Special Education students' IEPs are updated annually or sooner, if needed, to ensure their learning needs are met. ELL students are tested annually and placed based on recommendations by ELL coordinator and evaluation of their progress.

Supporting Evidence

- -ACE program entrance evaluations
- -Teacher recommendations (effective change based on new grades in changed course)
- -Diagnostic Tests
- -Testing (CAHSEE, CELDT)

counseling

- -STAR reading for SpEd (for intervention) School
- SST, IEP, 504, SpEd testing
- -Psychologist
- -Common Assessments/District Benchmarks
- -PowerSchool
- -Odyssey
- -CMA testing
- -CAPA testing

Post High School Transitions

Findings

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness by looking at those who completed the A-G requirements, the graduation rates, assessment results (SAT, ACT, ASVAB, AP Exams, shared assessments, and the CAHSEE). We also look at the percentage of students who graduate and attend postsecondary schools and the number of students enrolling in

Supporting Evidence

Early College Academy

Engineering Program

ROP

AVID

programs and passing successfully. 120 students participated in the K16 Bridge Program last year, which is a program that guides students through the transition from high school to our local community college.

HHS offers a wealth of clubs which students can join to explore different career interests, such as Gaming and Animation, Journalism, and Robotics.

K16 Bridge program

CCRC

Transition goals and planning in special education

Four-year plans

Transcripts

A-G requirement posters

Master schedule

Conclusions

Hesperia High School students have an access to a variety of curriculum choices which prepare them for their individual post-secondary plans. Students are encouraged to explore career paths and counselors support students' progress towards their goals. Students may take AP and honors courses, EL, Special Education, and parallel support classes and intervention are available for those who need extra assistance. Staff, students, and parents collaborate to meet the ongoing needs of students in their journey towards graduation and their plans for education or career after high school.

Critical Learner Needs

The plans and supports in place for all students address the critical learner needs of math, reading, and graduation. Students are provided the intervention necessary as well as the challenge necessary in meeting graduation and post-graduation goals.

B3. Curriculum Criterion

of college ready graduates.

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Real World Applications — Curriculum

Findings All students that attend Hesperia High School have access to rigorous and relevant curriculum which prepares them for college. The ACE program prepares GATE and honors level freshmen for Advanced Placement courses. However, all students have access to these Advanced Placement programs. Students can also apply and interview for entrance to the AVID program, which helps introduce students to skills necessary for college and academic success. Juniors and Seniors at HHS can apply for the Early College Academy program which allows students to complete college courses for credit during the regular school day and to graduate from HHS and Victor Valley College concurrently with both a high school diploma and a 2-year associate's degree. With very few exceptions, students

Students are offered courses to train and certify them for careers through our Regional Occupation Program (ROP): NATEF Auto, Manicuring, Food Services, Medical Corp, Nursing, Web Site Design, Digital Design, and Law Enforcement. HHS has established a STEM program for students who anticipate pursuing careers requiring a substantial foundation in science, technology, and mathematics. An Engineering Academy is currently under design to group students in classes outside of engineering and provide cross curricular focus in engineering.

are enrolled in A-G courses as freshmen to increase the number

CCRC (College and Career Resource Center) provides assistance to all students interested in college or career information. The work experience program provides the opportunity for students of working age to learn skills for applying for a job, performing and interacting correctly in a job, and creating resumes. These students receive units for this course, while being released early from campus to go to their places of employment. The Workability and TPP programs are similar to the work experience program with a

Supporting Evidence

AP / Advanced Courses

ACE Academy

AVID

Early College Academy

VVC classes

A-G requirements and completions

VVC Articulations

CTE/ROP

Work Experience

CCRC

Workability

TPP

CAPA

Electives

focus specifically on Special Ed students. Electives such as music, choir, art, and drama allow students to experience explore creative outlets and explore possible careers in the performing and communication arts.

Meeting Graduation Requirements

Findings

Hesperia High School has many support programs in place to ensure that students will meet all graduation requirements, including the CAHSEE. For students struggling in reading, a reading class is provided in addition to a language arts class. This class focuses on specific areas of concern, such as fluency and comprehension. The reading intervention teacher further supports these students in meeting graduation requirements by working with groups of students in their social studies and English classes as they need assistance. The math intervention teacher works with the math department in making algebra more comprehensible. With geometry being a graduation requirement, the practical geometry course is in place in order to provide a less theoretical approach to geometry for struggling students.

Sophomore English and math teachers have access to Revolution 380, a computer based CAHSEE preparation program. Students can access the program from school as well as from home as they prepare to take the exit exam. Juniors and seniors not having passed the exam are placed in a CAHSEE prep class for additional support.

Other supports for students in meeting graduation requirements include after school tutoring, open computer labs for homework and research, after school credit recovery courses, access to college classes, and ongoing communication regarding progress towards graduation. If students are in danger of not graduating, they can also enroll in the district alternative education program. English Learners and students with learning disabilities have many supports provided in both the model of instruction and the availability of support personnel.

Focus is being placed not just on meeting graduation requirements, but by being college and career ready as evidenced by completion of the A-G requirements. Most

Supporting Evidence

OdysseyWare

Credit Recovery Classes

Graduation Rates

CAHSEE Pass Rates

Senior Grad Checks

Early College Academy

ROP/CTE programs

students are placed in biology and algebra their freshmen year, putting them on track to complete A-G. Multiple levels of core classes are available, from remedial to advanced placement, in order to meet the individual needs of students as they prepare to graduate and go on to college and careers. Additionally, the many career tech and ROP classes provide specific job skills as students prepare for careers. Expansion of programs, such as the early college and engineering academies, is in support of students accomplishing the schoolwide learner outcomes and being well prepared for their futures.

Conclusions

The master schedule of HHS demonstrates a commitment to all learners meeting the graduation requirements and being college and career ready. The scaffolded courses and differentiated instruction support all students in being successful. The graduation rate continues to improve as students are provided with rigorous and supportive learning environments.

Critical Learner Needs

This criterion focuses on critical learner need number three: increased graduation rates, while completing A-G requirements in the interest of being college and career ready.

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- Hesperia High School has improved preparation for life after high school through college and career readiness programs. Extensive AP class offerings and ROP programs, the Engineering Academy, Early College Academy and a variety of new courses are all designed to prepare students for their futures.
- We have increased understanding of the Common Core and alignment of curriculum through PLCs, units of study, cross curricular planning, vertical alignment within departments, and professional development.
- We have increased the number of students who take the recommended number of A-G required classes for the university system.
- HHS is proactive in researching and implementing educational trends. For example, we
 will be enrolling students into an integrated math program starting in 2016. In 2015, we
 will also be assigning Chromebooks to every student. We have also provided teacher
 trainings for teachers within and beyond our district through Common Core training in
 Plugged In sessions and district CART trainings.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- We also continue to seek resources such as the district curriculum coaches to help develop our understanding and implementation of Common Core and NGSS.
- We are working towards increasing the amounts of technology used within the classroom, as well as improving the infrastructure required for this increased technology demand.
- We will continue to observe the effects of moving more students into A-G required coursework.
- New programs such as Early College Academy and Engineering Academy are reviewed and evaluated determine their effectiveness.



CHAPTER IV-C: INSTRUCTION

Oaron Otkins: The Oats/English
Sean Portanova: The Oats
Stacy Barnes: English
Jamie Carlson: English
Sara Foreman: English
Michael Heywood: English
Laura Batista: Foreign Language
Stephanie Polmounter: Math
Michael Turner: Math
Omanda Wake: Science
Jake Wake: Science
Jenee D'Oyen: Special Education

Stephanie Seity: Special Education
Tiffany, Kopp: Special Education
Maya Narvaiy-Ward: Special Education
Pat Rule: Special Education
Yesenia Garcia: Special Ed. Ossistant
Tempie Velehradsky: School Secretary
Celsa Pineda: School Secretary
Frances Miles: Campus Ossistant
Tammy, Oguilera: Counseling Ossistant
Camella Biskeborn: Pupil Support
Judy, Nutgrass: Head Counselor

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Findings

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

Through the observations of students in the classroom,
examination of student work, as well as interviewing
students, it shows that they are engaged in a challenging
learning environment. Classrooms demonstrate high levels of
student involvement, collaborative work, student guided
learning, critical thinking, project-based learning, bell-to-bell
engagement, checking for understanding, and problem-
solving. The Sharing Scorpion Greatness program allows for
teachers to observe what is going on in other classrooms and
identify best practices and share instructional strategies with
teachers with whom they wouldn't normally be able to
collaborate with.

Departments have created and utilized unit plans and common formative and summative assessments during PLCs. These assessments are used to inform teachers about students' areas of strength and where reteaching may need to occur. All departments use Illuminate to collect the data from assessments and students. Some examples of the formative assessments are exit tickets, clickers, individual white boards, post-it quizzes, and quick writes.

Our campus offers an Early College Academy that allows students to concurrently enroll in college courses on our campus. We have an AVID program that prepares our students with the necessary skills to succeed in college. We offer an ACE program for freshmen who have been identified as GATE and higher achieving students. We provide them with a rich and challenging curriculum, including honors, AP, and other advanced courses. They receive rigorous, accelerated lessons.

Supporting Evidence

Administrator observations

Student Work Samples

Peer observations

Unit Plans/Lesson Plans

Common Formative Assessments

Illuminate

PLC

Cross-curricular planning

VVC

AVID

AP/Honors/ACE

AP pass rate

CAHSEE pass rate

Odyssey and Revolution program student accounts and activity reports

Leveled Reading Courses

Special education students

Teachers and counselors encourage students to take AP courses. Our AP enrollment increases every year. Our AP pass rate is 29%. Our CAHSEE pass rate is 81% for ELA and 78% for math.

We offer supplemental programs in order to support our students in passing the CAHSEE and earning credits for early or on-time graduation.

Currently we offer three levels of reading intervention courses ranging from basic reading skills to reading enrichment. The reading intervention specialist assists teachers in the classroom and through pull-out sessions, providing support for at-risk students.

We have a six-week employment workshop program for students with special needs who are involved in transitional partnership programs. Our program teaches resume building, job interview techniques, and workplace skills, as well as assists in job placement.

The Life Skills class helps transition special needs students from school to outside work. Practical Assessment Exploration System (PAES) is a hands on functional skills development program to assist in career readiness.

We have a self-contained class to build skills in low academic functioning, students with special needs. Students with special needs also have transitional goals geared towards college and career awareness.

receive additional instruction as part of their normal English curriculum

AIM program

TPP

ROP Classes

PAES Lab

Workability Program

Student Understanding of Learning Expectations

Students are made aware of standards and expected performance levels for each course. Teachers give students a syllabus at the beginning of the year providing students with the expectations and procedures for each class. Students and parents also have access to PowerSchool and can view all assignments, grades and comments entered by teachers. Teachers post daily objectives and learning goals for students. Many teachers have class websites where they post

important course information for students. Students know expectations of daily or weekly assignments/projects from teacher-provided rubrics. The daily learning targets are measurable goals. Those students with IEPs have academic annual goals that are standards based.

IEPs

Rubrics

Differentiation of Instruction

Findings Supporting Evidence Hesperia High teachers know that no two students learn the

same way and strive to deliver instructional content in ways that will be meaningful to each student. Instructional staff members differentiate instruction by utilizing a variety of strategies and media to reach the diverse learning styles of students. In order to provide support and allow students to preview or review material, teachers post screencasts of lessons, activity directions, and other instructional procedures. Flipped lessons are online lessons that the students do at home to come to class prepared to apply them. Students are involved in collaborative writing via Google documents, blogs, and wikis. Tablets and individual word processors provide tactile learners the opportunity for hands-on and individualized learning. Teachers also incorporate video and music resources into lessons in order to support auditory learners and to make connections with all students. Technology hardware such as Turning Point clickers allow all students to respond in real time, providing instructional staff with immediate feedback.

All the core subjects offer classes at differing levels of instruction (Honors, regular and AP) so that students are better able to access the curriculum. Special Education teachers regularly attend course-alike department meetings to implement the same instructional strategies being used by regular education teachers. Many co-teaching classes have been created to provide a unique learning experience for special education students ready to take that next step to the mainstream environment.

The Newspapers in Education program is an annual program that allows for an interactive experience reading nonfiction in the classroom while expanding their real world knowledge. Screencasts

Flipped Lessons

Learn 360, Flocabulary, iTunes, iMovie

Google docs, blogs, wikis

Newspaper in Education program

Think-pair-share

Flexible grouping

Independent projects

English and Special Ed classrooms with hardware

Turning Point Clickers

Co-teaching Classes

Student Perceptions

Findings

Interviews and dialogue with students verify that the school provides them with curriculum and experiences that prepare them for college, a career, and life. Our junior and senior English teachers use job applications and mock interviews to help students prepare for life after HHS. Guest speakers are brought in geared towards students' interests, providing them the opportunity to hear from people in the field they want to pursue. Projects in math classes prepare students for life after high school by requiring students to create budgets, buy houses, cars, and examine credit scores.

Supporting Evidence

Lesson plans/materials

Transition goals in IEP Workability TPP Life Skills class

AVID student projects, school site calendar/visitor log

Conclusions

Findings

Based on a variety of evidence, Hesperia High School students are engaged in meaningful learning opportunities both in the classroom and through extracurricular involvement. Hesperia High offers a wide variety of classes to meet the needs of our diverse student population and teachers use a multitude of instructional strategies to engage students.

Critical Learner Needs

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Findings	Supporting Evidence
Teachers are giving the time to collaborate, during our late start Wednesdays, within their content areas and PLC teams to develop unit plans, common assessments, communicate best practices and evaluate student progress. Teachers also work with other teachers to develop cross curricular activities to help engage students more effectively. There is a district and schoolwide focus on the 4Cs of critical thinking, collaboration, communication, and creativity, which is leading to use of a variety of instructional strategies. The 4C rubric provided to staff is a useful tool in self-assessing these strategies.	I-pad cart
	Elmo
	Educational videos/dvd
	4C rubric
	Teacher tube
	Prezi
	PowerPoint
All Hesperia High School teachers are credentialed in their subject matter and receive regular professional development	quizlet.com
on research-based instructional strategies. This includes the integrated use of multimedia and technology through various	Defined STEM
online programs and technology-based strategies. Teachers use these technologies to differentiate instruction, create	Responders
engaging lessons, and assist students in being current with our changing technological world. These strategies are also	Turnitin.com
used to enrich student learning and to provide equal access to current technology. Technology such as the Elmo,	Computer Lab
responders and iPads allow teachers to get instant feedback on student progress and allows students to evaluate their	iTunes U
own learning. Defined STEM is a website that allows access	TED Talks
to current STEM ideologies and lesson plans that allows teachers to collaborate across multiple subjects and across	Khan Academy
curriculum. HHS has also invested in a subscription to www.turnitin.com. It is used to hold students in all classes	Blogger
accountable to the district and site plagiarism policy. Teachers use it to efficiently check student's originality of	Google Voice
their work as well as to improve student writing in the form of grammar and to check for their understanding of the	SpellingCity.com
material. An online sticky note program is used to	PLC minutes

brainstorm collaboratively among students during assignments. For example, it is used to assist in the writing of a rough draft, an exit slip, and for group projects and discussion.

Flocabulary is another web-based program used to show "how to" videos which delivers lessons in a creative and engaging way to the students. The videos are presented using raps to engage students of multiple learning styles. The lessons are followed by questions in order to check for understanding. Prezi and PowerPoint are created by students to present various topics in the subject matter being learned. PowerPoint is being used as a presentation tool in order to deliver content and assess student acquisition of material. Quizlet is an online flashcard program that increases student access to the material when they are not at school. It allows students to increase retention of subject matter vocabulary. Special education teachers use Neo, a word processing keyboard for students with limited fine motor skills. The music department uses SmartMusic, a relatively new technology that gives students and directors immediate feedback regarding performance/practice sessions. Students play along with pre-recorded tracks which analyze any number of musical concepts such as: pitch, rhythmic accuracy, and overall style. The music director can custom tailor each assignment to focus on any area of performance or musical development for each student. There is also a feature that allows the director to upload concert music so students can play along at home with a professional recording. SmartMusic has streamlined the process of independently assessing student achievement while giving instant feedback and correction. The independent nature of SmartMusic allows rehearsal to be conducted without interruption, ultimately resulting in a more effective use of rehearsal time.

Teachers in the science department instruct the Introduction to Engineering course. Arduino Microcontrollers are used to allow students to quickly develop an understanding of how electronics works in a fun and interesting manner. These devices have a wide range of applications such as: lighting LEDs, sending and receiving signals, teaching math, physics, and computer programing. Math teachers also use a web based program, IXL.com, that reinforces what students are

Staff Development

Common Assessments

padlet.com

Flocabulary

Neo 2

Smart Music

Arduino Microcontrollers

Science Laboratory (Microscopes)

GAFE (Google Apps for Education)

learning in the classroom. The program adapts to student skill level while progressively providing more and more difficult problems.

Teachers as Coaches

Findings Supporting Evidence Teachers work as coaches to facilitate learning for all Admin observations students at Hesperia high School in a number of different Student Science notebooks ways. Teachers start their instruction by setting goals, such as passing an AP exam or reaching a certain content Laboratory reports standard. Teachers model new content in a variety of ways, for example, walking students through problems, free Dissections response questions and analyzing exemplary work. The science department uses targeted discussions, current PowerSchool events, and case studies along with leading questions for the students to reach their learning goals. This progress and **Tutoring logs** activity is captured in the students' interactive notebooks. Saturday School Rosters Laboratory activities along with collaborative learning groups are evident throughout the science disciplines. Athletic Teams All teachers regularly enter grades into PowerSchool, where Clubs List

All teachers regularly enter grades into PowerSchool, where students and parents are able to monitor academic progress. This provides students with the ability to take ownership of their own learning goals, as well as aiding parents in the ability to engage in a partnership with the teacher to support the academic success of the student. Students are given the opportunity to improve their grade in a class in a variety of ways during tutoring offerings. Students use this time to retake tests, make up labs, rewrite essays, and receive guidance and tutoring as needed from the teacher.

Teachers use small groups, peer instruction, student critique to empower students to engage in the learning experience. Many courses are taking place in laboratory environment, allowing students to experiment and explore new materials and techniques. Computer labs are being utilized to facilitate structured exploration of information.

Athletic coaches are meeting regularly with athletes to assist in creating lifelong goals, establishing long term plans, and maintaining academic standards.

All staff including campus aides, administrative assistants, and food service staff all work toward developing relationships with students to provide support.

Examination of Student Work

Findings	Supporting Evidence
HHS students' work demonstrates structured learning, student-based learning, organization skills, and use previously acquired knowledge in a myriad of ways. They are	Interactive Notebooks
	Portfolio
able to exhibit their skills with the completion of assignments where they must use inquiry-based and higher order	Marzano-Thinking Maps
cognitive connections to communicate mastery.	Cornell Notes
Students are taught to use an interactive notebook as a way to compile pertinent information regarding specific subject	Powerpoint
matter as well as storing that information for later review. Additionally, the students are taught to create a table of	Drama Productions
contents with corresponding page numbers to ensure that the information was easily accessible in the process of	Video Announcements
research and inquiry. Students have been taught to use	Choral Productions
thinking maps per the Marzano technique when researching or engaging in higher level thinking as a means of gathering	Band productions
information for research-based projects. Additionally, through student thinking maps, the students have had the	Hesperia Broadcasting
opportunity to discover and gather knowledge as well as provide evidence in their cognitive skills and abilities. Students have also been taught Cornell notes, which are used as an organizational review tool to clarify reading material	The Sting newspaper
	Photography
related to subject matter. PowerPoint is another tool	Computer Labs
students use as a multimedia project that exhibits research and communication skills.	ROP
HHS Students have access in ROP classes in areas of medical, law enforcement, manicuring, restaurant management to demonstrate career and technical education related skills. Students demonstrate their skills of collaboration, problem solving, reasoning, and communication as it applies to 21 st century careers. Students make evident/ display/ exhibit reasoning skills as they evaluate and investigate legal laws,	Life Skills
	Workability
	PAES
	TPP
regulations and procedures in individual and group projects.	Mock Trial

Students exhibit a variety of expertise based on prior

Sports

knowledge to investigate medical issues. They display critical thinking and reasoning skills to identify and support their conclusions.

Peer Tutor
Peer Counseling

At HHS, students participate in many types of multimedia and visual arts classes and programs. These range from developing skills at the beginner level to refining the skills of students in the second or third year of classes. Student journalists participate in a beginning journalism course where they learn all the basics of writing, editing, photography and design, prior to joining the advanced courses that actually create the yearbook and the newspaper. "The Sting," our student newspaper, and "Scorpion Tales," the yearbook, are both award-winning programs. Video announcements supply a journalistic experience that requires improvisation based on gathered information and skills. The student photography program has accomplished photographers who have shown their work in the community and at art shows. The video production class develops instructional and entertainment related short broadcasts and programs that may apply to class assignments or projects of personal interests used to demonstrate subject matter competency.

HHS students have the ability to utilize our Arts program, which include: Drama, choir, band, cheer and dance. Students use their skills to collaborate as a team to excel and utilize problem solving skills in order to overcome issues they may encounter. They also have opportunities to display their use of organization, knowledge and dedication to the various programs in which they choose to participate in.

Use of Technology

Findings	Supporting Evidence
It is evident in samples provided that students have ample opportunities to think and problem-solve in inquiry-based	Socratic Seminars
activities and labs. HHS students complete these assignments both in groups and as individuals, often	Inquiry-Based Activities
presenting their claims and evidence during presentations.	Class Debates
There has been a schoolwide focus on research based instructional practices as well as regular use of the 4 C's. Teachers and students are constantly finding ways to	AP Participation Rates

critically think and be creative as well as collaborate and communicate more frequently. Approximately 15% of HHS students are part of the AVID program, with all teachers also being trained in the methodologies. Students have the opportunity and are encouraged by their teachers and counselors to take higher level course offerings. Students are encouraged to take an AP class when they show interest and are not excluded based on their current core classes. Students are given the opportunity and encouraged to take science classes "out of order" and to follow their interests

At HHS we use technology to help students meet academic standards and schoolwide learner outcomes in various ways. Students can turn in assignments via Google Docs or Turn It In. Students use the internet for research projects and assignments. In math classes, students can use online graphing calculators and other online manipulatives to help students meet the standards. Students use different programs such as PowerPoint, Word, Excel, Prezi and Video Maker to create classroom presentations in various subjects. Students also use responders as a formative assessment and to help guide instruction. We also have 8 computer labs on campus that are almost always occupied by various teachers and departments. The use of computers as a tool to further explore their education is a regular practice for students. Many teachers use a flipped instruction model where students research and develop their thoughts on a subject outside of the class prior to the topic being covered as a group. Students are often using blended learning to share and engage in conversations with others in class as well as with their teachers.

A survey of a significant number of teachers and a representative sample of students reveals that there is evidence that different technology is being used for teacherbased, student-based, and resource-based purposes.

Student use of technology such as library databases allows direct access to primary source documents and current event data. Teachers regularly sign up to use one of the many computer labs on campus. Teachers benefit from resources beyond the textbook with enhancements of lessons, audio/visual incorporations for multiple learners, and applications that allow for formal and informal assessment

Computer Labs

Google Docs

Course Specific Websites

Graphing Calculators

Responders

ELMO's

Computer labs

Lab rooms for dissection

Model building

Engineering Labs

ROP programs

Art Program/Music

Journalism/Broadcasting

Google Docs and Drive

collection.

Many math teachers utilize the computer labs to introduce students to digital modeling, graphing, and problem solving through the use of software such as Geometer's Sketchpad and Geogebra. Students demonstrate understand concepts such as scale, proportion, symmetry, etc. through physical and digital modeling using a variety of media.

community events. They bring in professionals such as conductors and composers to speak to students about careers in music. We have a partnership with VVC (Victor Valley Community College) that allows our students to take

college classes during the day for college credit.

Real World Experiences

Real World Experiences	
Findings	Supporting Evidence
Students have access to many programs that provide career preparation. Hesperia High School offers more ROP programs than any other high school in the district. The ROP programs we offer include:	Victor Valley Community College
	Fine Arts Performances
· Digital Design	Career Center
· Website Design	Life Skills program
· Nursing and Medical Core	Workability
· Cosmetology	TPP
· Law Enforcement	
· Auto	
· Restaurant Management	
We also provide students who are interested in careers in psychology, counseling, social work, etc. the opportunity to take peer counseling classes. During the first year, students are trained in counseling skills; students begin counseling others during the second year of the program.	
Our music program performs at festivals, competitions and at	

Transitional Partnership Program (TPP) provide workshops on developing job skills for students with special needs. Job workshops teach interviewing techniques, resume development, and on the job conduct and behavior. TPP continues two years after graduation to assist students with job placement.

Conclusions

Findings

The culture of Hesperia High School is that all students will be academically prepared for college and careers and will have participated in extracurricular activities to further enhance their learning experiences. Hesperia High Teachers use a variety of instructional strategies to allow students to connect to the curricula and to learn to problem solve and reason. Teachers in each department at Hesperia High use a variety of multimedia resources in their delivery of curriculum. Our staff actively seeks to stay up to date with advances in technology and align CCSS with these latest developments.

Critical Learner Needs

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Use of instructional technology through Renaissance Learning, classroom computers, ELMO and Projectors, computer labs across curriculums as well as student 1:1 devices.
- Variety of instructional programs to meet the needs of all students. Offerings range from several levels of Special Education classes to an expansive AP program.
- Schoolwide focus on current research based instructional practices, the 4 C's, and the CCSS.
- Professional Learning Communities(PLCs) that enable teachers to share effective strategies and support instruction

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Continued professional growth opportunities specifically targeting differentiation of instruction, cross-curricular practices, CCSS, the 4 C's and EL.
- Consistent use of and emphasis on student learning targets and daily objectives.
- Student 1:1 device implementation



CHAPTER IV-D: ASSESSMENT & ACCOUNTABILITY

Terry Maxwell: English Devon Bostock: English

Eliane Salmon: Foreign Language

Maria Scearce: Foreign Language (ELD

Paul Verduyco: Foreign Language Fernando Gamboa-Garcia: Math

Chris Salas: Math

Tommy Montgomery: Physical Education

Jamison Jaques: Social Science

Erica Carlson: Science Jon Evans: Science Nancy Zapien: Science
Jake Puckett: Special Education
Karla Perey: Special Education
Offred Flores: Locker Room Ottendant
Ongela Wright: School Secretary
Juanita Sambrano: Campus Ossistant
Rebecca Rubio: Counseling Ossistant
Kristie Wilkins: School Psychologist

Traci Lanning: Counselor

Pete Delagardelle: Vice Principal

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Findings

Hesperia High School uses a variety of assessments and programs to
record student performance and determine the students' abilities
across the curriculum. One such program is PowerSchool, which
serves as a line of communication with students and parents in
regards to the students' current progress. PowerSchool is one way
Hesperia High School is able to identify and target struggling
students. Based on the needs of the students, they are then placed
in remedial classes or cohorts such as Credit Recovery and
Revolution K12 (formerly Revolution 380). Furthermore, additional
tutoring is offered to these students through the tutoring center
and/or making appointments with teachers.

In addition to PowerSchool, Hesperia High uses Illuminate to create and record various assessments, including Common Formative Assessments and Single Assessments, to analyze data. As is the case with the CFAs, the data is shared within the department during PLC meetings and with the Education Services division at the District Office. Illuminate is also populated with students' CST and CAHSEE scores. This allows teachers to see specific areas of growth and target problematic areas for their students.

The employed forms of continuous assessments range from diagnostic, pre-assessment, formative and summative. By using a document camera, such as an ELMO, teachers and students have the ability to see immediate feedback and scoring on the students' performance. Teachers, then, analyze the data to determine what their students' strengths and weaknesses are to determine whether to reteach or to proceed to more complex content in accordance with the curriculum. The data from the assessments allows teachers to identify specific standards and students who require more attention can be given time to remediate. This process is also done with verbal Check for Understandings as well as utilizing the

Supporting Evidence

EAP, PSAT, SAT, ACT, ASVAB, and AP scores

Teacher created tests for individuals and groups

PowerTeacher/ PowerSchool

Revolution K12(380)

Supplemental Reading Intervention Classes

illuminateed.com

Shared Common Formative Assessments

CAHSEE score

ELMO

TurningPoint

TurnItIn.com

Online Electronic
Interactive Notebooks

Haiku Learning.com

HesperiaOnline.com

TurningPoint system--a student clicker system that allows immediate feedback to the students and teacher.

A diagnostic reading assessment is used for incoming freshman who were in previous reading classes and/or special education.

Currently, the STAR program and Accelerated Reader as well as the Stanford Diagnostic is utilized for this.

The CELDT is administered in the summer and fall to diagnose the English proficiency of the English Learners. They are assessed on their ability to speak, read, listen, and write English. There are five levels to this test: beginning, early intermediate, intermediate, early advanced, and advanced. Based on these scores and the district based reclassification criteria, some students are able to test out from the CELDT at the end of the school year via a reclassification certificate.

The ELD Department evaluates the incoming students via reading, writing, listening and speaking skills in order to determine their ELD level. This is based on the California ELD Standards. Once the student's level is determined, the students increase their English literacy progress by reading at their level. As students develop their reading abilities, they are able to read short and long novels and take the corresponding AR test to assess their reading ability.

The foreign language department designs cross-curricular units of study to support core content through the target language. Instructors use a variety of formative assessments and checking for understanding to obtain student feedback and to reflect on teaching strategies. Summative assessments focus on the performance abilities centered on three major facets of communication: interpretive (response to reading and receptive skills), presentational and interpersonal (communicating with others in the target language).

The Rosetta Stone language software is a tool used to support students in the development of their listening, speaking, reading and writing skills in the target language. Teachers utilize Rosetta Stone to support and reinforce teacher instruction by means of practice with pronunciation, grammar, spelling, fluency, and cultural awareness on the path to mastery in the second language.

Common Assessments used frequently in math

Accelerated Reader

STAR

Stanford Diagnostic

CELDT

Rosetta Stone

Basis for Determination of Performance Levels

Findings Supporting Evidence All teachers use a variety of strategies to assess students' Common Formative academic performance--both formal and informal: Assessments standardized testing, exams, quizzes, research projects and Summative Assessments project-based assignments, as well as our common formative and summative assessments. Common assessments have **Final Exams** become a focal point for PLC groups during the 2013-14 Syllabus school year. **Turning Point** Rosetta Stone Teachers set their own grading/weighing scales, though most use the typical A-F scale. Teachers also use a variety of technologies in order to quickly evaluate student progress towards the learning goals of the unit at hand. These include Turning Point clickers, a variety of online applications, and Rosetta Stone software (in foreign language).

Conclusions

Hesperia High School uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders via PowerSchool, Illuminate, Progress Reports, Remind 101 text messages to parents, students, and staff, automated home phone calls, Parent-Teacher Conferences, Student Study Teams, and various other means.

Hesperia High School has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students. From counseling to the individual teachers, HHS students are encouraged to achieve their best in the most rigorous environment possible.

Critical Learner Needs

By using professionally accepted assessment processes, HHS is ensuring a rigorous A-G environment as well as creating a recursive systematic assessment process to ensure success

among all student populations but especially those struggling in reading and math.

D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

Findings

CST test results are used to place incoming freshmen into the appropriate level high school courses. By proceeding in this manner, students are appropriately placed in courses that meet their needs. In addition, CAHSEE test results are used to gauge student progress. These results determine which intervention classes and tutoring are necessary for students to be successful.

Teachers monitor comprehension through a variety of methods. Individual whiteboards are used in mathematics as an "on the spot" way to gauge student understanding of the content being discussed. This allows teachers to check the mechanics of students' thought processes and provide corrections as misconceptions arise. Common formative assessments are given in all core subject areas to monitor student understanding throughout Units of Study. This also allows colleagues to compare assessment data to determine which lessons were most effective. These periodic quizzes enable teachers to readjust or reteach throughout a Unit of Study as he or she sees fit throughout the year.

In foreign language, written, oral and listening comprehension assignments are given to gauge student understanding of lessons. This allows teachers to correct mistakes in written and oral manners as it occurs and determine the students' ability to understand information provided in the target language.

Furthermore, real-world project-based assessments are used to gauge student understanding of concepts. With the teacher acting as a facilitator, these projects allow him or her

Supporting Evidence

CST results

Common assessments

Real-world project based assessments

Daily assignments

CELDT scores

CAHSEE

Single Common essay (English)

Interactive notebooks

Senior Career Portfolio

to get a full understanding of what students know and what they are able to do. For example, a geometry teacher worked on a kite project in which students had to use area formulas and knowledge of the various geometric shapes to construct kites. During this time, the teacher was able to ask comprehension questions and clarify misconceptions. Also, a foreign language teacher will guide the students to start a weekly, monthly and yearly budget to simulate a real life living situation to have the students become more conscious about monetary decisions while being immersed in the foreign language to bolster the skills in a real world application.

The California English Language Development Test (CELDT) scores are used to place English Language Learners in appropriate courses. Based on CELDT scores, students are placed in ELD level 1, 2, or 3 to best meet their needs in comprehending the English language. In this manner, ELLs have had the opportunity to gradually and more effectively grasp the English language and at the same time increase their understanding in their other core classes.

Demonstration of Student Achievement

Findings

Across the curriculum, students are evaluated using a variety of methods including but not limited to: writing assignments, multimedia presentations, short-answer and free response questions. Each form of assessment provides data that not only informs instruction, but also gives the teacher an idea as to the level of student achievement. Teachers use this data both individually, within PLCs, and in departments.

PLCs make student achievement a focal point and use common assessments to gauge student success across entire grade levels and disciplines.

Schoolwide learner outcomes are embraced throughout the disciplines and are fully supported by our athletic and club programs. The student-first culture ensures that students maintain responsibility for their education, which in turn

Supporting Evidence

Summative Assessment Data

Formative Assessment Data

AP exam data

College acceptance data

Career certificate completion data

Learner Outcomes posted in classrooms

Athletic and activities weekly progress reports

Learning objectives posted in

provides them with the skills that are critical for life after graduation. Students who participate in sporting programs are required to turn in weekly grade reports and those performing poorly academically are required to attend tutoring sessions one to two times per week. Parents are also invited to attend the At Risk Meetings four times a year.

Engineering, automotive and ROP classes on campus assess student career readiness and critical thinking skills needed in the twenty-first century workplace. In many cases students earn certifications which allows them to transition directly into the workplace upon graduation. Our Work Experience program also assists students in the area of career readiness. Our broadcasting program produces a live video announcement monthly that teaches both valuable technical knowledge of industry utilized hardware and software but also speaking skills applicable to college and career.

Our Early College Academy (ECA) and specialized academic programs such as AP, AVID and expository reading and writing English classes assess student college readiness. Many of these students obtain college credit which allows them to bypass entry-level college courses.

classrooms

Award winning robotics program

State-of-the-art broadcasting program that produces the only high definition live broadcast in the High Desert

EAP assessment determines best math and English courses for senior year schedules

Early College Academy

Curriculum-Embedded Assessments

Findings Supporting Evidence Through the PLC process, departments engage in not only PLCs

Through the PLC process, departments engage in not only the forming of CFAs and Units of Study with assessments embedded therein, but also discuss the results in order to be able to reteach and/or modify the curriculum to ensure the highest level of success among our students. All CFA data is scanned into Illuminate in order for teachers to compare not only how different classes are doing—in order to discuss different techniques that might be more effective—but also as a means to disaggregate the data and see if certain groups, such as EL students, are performing on par with their peers.

Common Formative Assessments

Illuminate

Student Feedback

Findings Supporting Evidence

CAHSEE testing is used to determine if a student needs additional classes or tutoring to reach a passing score. These scores are made available to students both in hardcopy and on PowerSchool. In addition, the PSAT exam is offered schoolwide to any students who are considering a four year college directly after high school and plan to take the SATs in the future. The results of the PSAT exam provides feedback to the student as to how they should study for the future SAT exam. Furthermore, EAP testing is taken in 11th grade. This determines if students are college ready for College-level English and/or math. These results determine the math and English courses students are to take their senior year of high school. The students may look up these results directly to see how they performed. Our Common Formative Assessments also provide valuable student feedback as to student progress over time.

PSAT

CAHSEE

EAP

CFAs

TurningPoint

Check for Understanding

Rubrics

Beyond formalized testing, teachers use TurningPoint clickers, verbal Check for Understandings, and a variety of other methods to gain immediate student feedback to assess academic standards, college and career readiness standards, and/or learner outcomes.

Modification of the Learning/Teaching Process

Findings Supporting Evidence

While teachers do collect data on an individual level, PLCs focus strongly on data to build common pacing across grade levels and disciplines and to assess student learning. Teachers within each PLC also use data to evaluate the effectiveness of their own instruction as well as identify student strengths and weaknesses. Teachers share successes and struggles in order to affect the maximum level of student success.

lluminate

PLC minutes

CFAs

HesperiaOnline.com

Google Forms/Google Classroom

Other web-based diagnostics

Turning Point

Teachers are trained in the use of Illuminate in order to access and disaggregate data. Illuminate is also used to generate standards-based assessments which can be pulled from a bank of Common Core sanctioned questions. PLCs utilize this bank to create common assessments to teach and reteach their students.

Additionally, Illuminate allows for instant feedback through assessment scanning capability. Teachers are able to quickly build assessments that cover information from the instructional period and then scan them quickly. In this way, teachers are able to gain an understanding of where students are with material that has just been presented. Not only do teachers benefit from this rapid response, but students do as well. Students have a better idea of their own progress.

Illuminate also stores data from a variety of assessments that each individual student has taken during their time in the district for an ongoing analysis in department PLCs.

One on one tablets and Turning Point devices in several classes enable instant instructional feedback via student response apps. In addition, online platforms like the Learning Management System in place here—HesperiaOnline.com—allows students to take quizzes and for teachers to get immediate results. Google Forms also serves a similar function. All of these technologies allow the teacher to reteach and change instructional strategies to maximize student learning.

Monitoring of Student Growth

Findings

Monitoring student progress is important for not only the student but staff and parents as well. We have an effective way to monitor student by using multiple resources and techniques. Daily and weekly progress reports for students in need, or requested by coach/parents/counselor, are utilized. Student behavior contracts are used for students struggling with behavior tendencies. Teachers hold conferences with students and parents to discuss their strengths and areas of needed improvement in both behavior and academics. Student Study Teams are implemented as needed as well.

PLC collaboration in whole and grade level specific conferences discuss student growth and progress. These conferences enable the teachers' ability to compare and contrast student progress to their peers through effective dialogue with other professionals within and across

Supporting Evidence

Collaboration with counselors, teachers, and department chairs.

Cross-curriculum discussions during prep and PLC time.

Pre and Post tests to determine student growth. Multiple choice, short answers, and essay formatted standard assessments.

Oral presentation, student response to presentation, peer collaboration assignments, and project based are alternative assessments.

disciplines.

The staff monitors student growth through various forms of standard and alternative assessments, analyzing assessment results to determine which interventions are needed for each student. Teachers search to find the form of assessment to help the student fully engage in the curriculum which will benefit them the most. Student generated curriculum along with alternative assessments best support their learning and interest. Also, teachers utilize students' assessment analysis to review as needed, reteach and retest if necessary. Students will also use peer evaluation and self-assessment to determine their own personal growth and strength.

IEPs, progress reports, PowerSchool, and Illuminate

Students are tested as to their reading comprehension levels and are assigned appropriate/challenging reading books in order to improve their reading grade level

Conclusions

Hesperia High School utilizes appropriate assessment strategies, both formative and summative, to demonstrate student achievement through a range of examples. These include curriculum-embedded assessments along with student feedback to help modify the teaching/learning process along with continual monitoring of student growth.

Critical Learner Needs

HHS utilizes many assessment strategies to evaluate student learning and address the critical learner needs. For example, multiple reading assessments are given to identify struggling students and provide them adequate support. This year a reading intervention teacher has been hired to specifically target these struggling students. Also, a math intervention teacher has been hired to do the same for those struggling in math.

D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.

Assessment and Monitoring Process

Findings Supporting Evidence Student progress

Teachers are involved in the assessment and monitoring process of student progress through individual student progress reports on a daily and weekly interval (e.g., clubs, AVID, athletics, band). Teachers also follow-up with parents by making contact via phone calls, Remind, email, and conferences about their students' academic progress.

Schoolwide assessment and monitoring process of student progress takes place through the mid-quarter distribution of D/F progress reports and quarterly/semester grade reports that are mailed home to parents. Parents also have access to the student academic reports on PowerSchool, which provides up to date student progress. Many teachers have set up classroom websites allowing students, parents, and other teachers to monitor student work and progress.

Counseling and administration are involved in the assessment and monitoring process of student progress through individual student meetings that provide details based on graduation status, A-G requirements, and academic growth. Administration analyzes and reports data back to our parents and school board with assessment data and progress of our academic body. The At-Risk Committee composed of our vice principals, counselors, teachers, parents, and peers inform and support students. This committee specifically focuses on freshman and sophomores who are struggling academically, behaviorally, or both. This committee provides advice and resources for students and parents to make positive changes in their academic career. Scorpion faculty utilizes "Scorpion Reminders" via Remind, a free texting application, to inform students, parents, and the community of important academic dates and events. Administration and counseling identify students with 2 or more F grades and

Student progress reports (daily/weekly/quarterly)

Phone calls home

Remind notifications

D/F Progress Reports

Quarter/Semester Grade Reports

PowerSchool

Teacher Websites

Counseling Meetings

Counseling/Administration meetings with students with multiple F's

At-Risk Committee

District Academic Coaches

bring them in to counsel and coach for improvement.

A variety of core content District Coaches work collaboratively with different departments on campus to help create common assessments and analyze data in order to monitor student progress.

Reporting Student Progress

Findings	Supporting Evidence
Individual student progress is shared regularly with parents	SARC
and students through PowerSchool, progress reports, and grade reports. PLC teams share student progress as they	Parent contact
compare common formative assessment results and	PowerSchool
instructional strategies with other teachers of the same courses. The common formative assessment results and	Illuminate
single assessment results are also shared through Illuminate	AVID
with the Education Services division of the district office who hen share results with the governing board. Thus, all takeholders are kept apprised of student progress toward chieving the academic standards at HHS.	FAFSA Night
Furthermore, parents are informed of student progress toward college and career readiness through Financial Aid Night and AVID parent meetings. The ROP program and articulation with the local community college provide further information to community stakeholders on the progress of HHS students in meeting the career readiness standards.	

Conclusions

Hesperia High School has created multiple avenues for students to achieve academic success. Student progress is shared with all appropriate stakeholders; this includes individual student, class, department, and schoolwide assessment results. This is an ongoing effort which includes administration, counseling, teachers, parents/guardians, students, district personnel, and the community. This shared vision creates a common buy-in for all parties involved to strive for excellence at Scorpion Country.

Critical Learner Needs

The ongoing monitoring and reporting of student progress directly impacts the ability of the teachers and school to address the critical learner needs. The community involvement specifically addresses the critical learner need of college and career preparedness.

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Modifications Based on Assessment Results

Hesperia High School administration and staff embrace a results-driven process. For example, as data was analyzed and critical learner needs were identified, it was note that students needed greater support in reading and algebra. Intervention teachers were hired in each of these areas to support struggling students. Additionally, as the college going rate was determined to be too low, the AVID program was expanded and the Early College Academy was created.

As we have embraced the PLC concept, more time has been dedicated to creating unit plans, with an intentional emphasis placed on assessment, especially common formative assessments (CFAs). The addition of the Illuminate program, which is used for data collection and aggregation, has given teachers increased opportunities to put data to use, in some cases, more quickly than ever before. Scanning features have allowed teachers to provide almost instantaneous feedback to students, which both improves the teacher's ability to make instructional adjustments, while simultaneously informing the students of their own learning.

Other programs have allowed for creative methods of assessment, such as Turning Point software, which allows for students to ring in responses to specific prompts throughout a given teacher's presentation. This again allows for very quick feedback.

Supporting Evidence

Early College Academy

Math intervention teacher

Reading intervention teacher

AVID

CFAs

PLC meetings

Conclusions

Findings

Instructors at Hesperia High School use a variety of assessment practices to determine student level of mastery in each content area. Teachers begin with a diagnostic assessment to obtain a clear picture of where a student is and then begins instruction within that zone of proximal development.

Instructors use both district wide assessments and teacher created assessments. Teachers provide and share data with colleagues to determine instructional methods and practices that are effective and those that are ineffective in an effort to refine their craft.

Critical Learner Needs

Ongoing assessment and accountability allow the school to identify students who need additional resources and support in addressing the critical learner needs. Assessment results have led to the addition of math and reading intervention teachers and an Early College Academy, thus directly impacting the critical learner needs.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Student progress is clearly regularly communicated to students and families through PowerSchool, Remind text messages, ConnectEd phone calls, and distribute hard copies of Progress Reports, Quarter grades, and Semester grades.
- There is a clear process and necessary tools in place for collecting, sharing, and storing assessment data from a range of assessments that demonstrate student achievement.
- Staff utilize schoolwide data to make program decisions, department-level curriculum decisions, and classroom implementation of Units of Study.
- Through the use of technology, students receive timely, and often, instantaneous feedback of their assessments through the use of ELMOs, Turning Point clickers, Illuminate assessment camera scanning, and PowerSchool.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Support needs to be provided to the staff to continue to learn how to effectively utilize the tools available for collecting and analyzing data.
- Through the existing PLC process, the staff needs to continue to find ways to modify instruction based on student assessment and individual student needs.
- As we implement CCSS and NGSS, we need to continue to collaboratively write and refine our CFAs and Single Assessments.



CHAPTER IV-E: SCHOOL CULTURE & SUPPORT

Isiam Buenrostro: The Orts
Omanda Graley: The Orts
Jessica Van Overleke: The Orts
Misha Padilla: English
Janet Cooper: English
Maq McNair: English
Teresa Brooksher: Foreign Language
Kelli Robinson: Math
Michelle Rodriguey: Math
Tim Vanderveer: Math
Sergio Lugo: Physical Education
Jeremy Topete: Physical Education
Mitch Cox: Social Science
Vincent Diay: Social Science

Rod Macdonald: Social Science
Carrie Martinez: Science
Paul Bahas: Special Education
Larry Hunter: Special Education
Lydia Neel: Special Education
Refecca Lesley: Locker Room Ottendant
Melanie Shurtliff: School Secretary.
Jenny Rendon: Ottendance Specialist
Jim Straight: Campus Ossistant
Leslie Rockwell: CCRC Specialist
Pamela Camp: Senior Clerk Typist
Maritya Montano: Counselor
Justin Bartle: Vice Principal

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

Findings	Supporting Evidence
The Parent Center is a completely parent run organization that focuses on being an active partner in the learning/teaching process. They also	Parent Center
fundraise throughout the school year to help our students with school supplies, provide cap and gown for seniors in financial need,	Daily Bulletin
scholarships, and emergency money to those families that have suffered a loss. Parents offer support and help to individual teachers.	ConnectEd
Parent Center shows support for teachers throughout the year and	I.E.P. Spanish
specifically during staff appreciation week. A number of our involved parents are bilingual and have made efforts to reach out to our	Translators
Spanish speaking community.	Parent Teacher Conferences
Daily announcements, upcoming events and other important	
information are available on the school website for parents and community members.	Parenting Classes
	E.L.A.C Meetings
Administration uses ConnectEd to provide phone messages to parents	Twitten
regarding important information in both English and Spanish: updates, district-wide events, and emergencies for parents and	Twitter
students. This can be set-up to go out to all staff, students, parents, or anyone in the district. In addition, HHS has recently begun using	Remind (formerly Remind101)
Remind (formerly Remind101) and Twitter to reach out to parents and community members in an effort to use another means of	·
communication.	
Special Education I.E.P.'s are translated into Spanish for Spanish- speaking parents at the District Office. The District provides qualified translators to keep parents informed of their student's progress, goals	
for the year, and any other concerns parents may have. The Counseling office provides parents with the opportunity to set up	
·	

Bilingual parenting classes are offered through the District Office

in their students learning process.

a parent teacher conference so that parents can stay actively involved

family resource center. They cover a variety of topics such as, grandparents raising grandchildren, how to help your child get good grades, bullying, drug and alcohol abuse, etc. Parents who are interested in such classes can get a flier in the HHS counseling center, the front office, or the family resource center on third Ave.

English Language Advisory Meetings (ELAC) are held on campus to meet with non-English speaking parents throughout the year.

Use of Community Resources

Use of Community Resources	
Findings	Supporting Evidence
Our Career and College Resource Center (CCRC) is available for all HHS students. Juniors and Seniors frequently use this for job readiness, college information, FAFSA preparation, scholarships, and to complete the steps for the Victor Valley College Bridge program.	Career and College Resource Center (CCRC)
the steps for the victor valley conege bridge program.	WWW in the CCRC
The CCRC also offers a Wednesday Walk-in Workshop, which provides specific information on a variety of college readiness topics. The	Early College Academy
workshops are held before and after school every Wednesday of the school year.	RAMP UP (VVC)
school year.	RAIVIP OF (VVC)
"It's My Life", hosted by our C.C.R.C., is an annual event for upperclassmen to receive exposure to local businesses, colleges,	Work Experience
military branches, and career options.	It's a Gas to Go to Class
Hesperia High School has recently partnered with Victor Valley College with two new programs. The Early College Academy is the first partnership with Victor Valley College which allows our students to	Community Speakers
begin an Associate's Degree while still in high school. Students enrolled in this academy will be taking college classes on the HHS	College and Career Fair
campus during 5th and 6th periods as part of their high school schedule. The courses that the students take count for both high school and college credits. The second partnership is a California	Every 15 Minutes
Career Pathways Trust grant in association with the Victor Valley Community College District Consortium called "Ramp Up" which	We Really Care
provides students with the opportunity to engage in the manufacturing and product development occupational path as well as	Caring Closet
the transportation path. This grant funding is being utilized to establish the Academy of Manufacturing, Design, and Engineering for	Sponsorships
Hesperia High School students.	Youth and Government

Students who have jobs in the community can earn elective credit for working. Students are supported by our work experience coordinator and the employer.

The "It's a Gas to Go to Class" is a program that provides incentives for students to strive to attain perfect attendance. Businesses donate prizes that are raffled off at the end of the school year to students with perfect attendance. The grand prizes are two brand new cars that have been donated by a local car dealership. This is the third year of this program, which is growing every year, and the program has been expanded to reward teachers with perfect attendance. Just like the students, teachers can win prizes and one teacher can win a brand new car.

HHS teachers reach out to business owners and professionals for class presentation and guest visits in the classroom. This makes our students aware of future career opportunities in our community.

Two years ago HHS partnered with the CHP, the local Police and Fire Departments to present the "Every 15 Minutes" program, which informs our students about the dangers of drunk driving. This prevention program involves parents, community members, students and clubs at multiple levels. The desire of HHS is to present this program again next year and then continue with the program every other year so that each HHS students will have the opportunity to participate.

The "We Really Care" program partners with our Counseling Office to provide low income HHS students with necessary school supplies, glasses, pay for student class fees and offer financial support for AP testing and college fees.

HHS receives community sponsorships toward activities, athletics and clubs from various businesses in our area. This community support provides opportunities for collaboration among students and community members.

The Students in Government programs allows students to job shadow city council members in their everyday jobs. This experience exposes students to the day to day inner workings of the local government and what teaches them to what is necessary to run a city. Students are selected for this program using the CCRC.

HHS students have access to the Caring Closet program which is supported by district staff donations. This provides clothes, shoes, jackets, underwear, toiletries, backpacks and other school supplies for low income students who are referred by an HHS counselor.

Parent/Community and Student Achievement

Findings	Supporting Evidence
Progress reports are sent out three times throughout each semester. Students who have a D or F in any class will receive a progress report	Progress Report
four weeks into each semester and four weeks before the semester is finished. All students receive a progress report at week nine, which is their quarter grade. Parents of at risk seniors are contacted in order to	Parent letter for at risk seniors
inform parents of their students' progress. Contact it made by counselors and teachers.	PowerSchool
Parents have their own login for PowerSchool, our student	Back to School Night
information system which gives them access their child's grades and progress, attendance and teacher contact information.	Annual 8th Grade Parent Night
In August we host a back to school night for parents to establish early contact with teachers. This allows parents to become acquainted with	ELAC Meetings
their child's high school campus and a chance to meet all staff.	4.0 Dinner
Administrators, Counselors and staff welcome 8th grade parents and students to our annual Jr. High Night. This evening informs parents	Student of the Month
and students of the academic and extracurricular programs available at HHS.	Renaissance Program
Through the English Language Advisory Committee (E.L.A.C.) meetings, parents of English Learners are informed and educated about	School Website
information necessary for their students' success. Topics such as graduation requirements, university requirements, state testing, district goals and parenting strategies are presented.	(scorpioncountry.com)
9th-12th graders who have earned a 4.0 GPA are recognized at our annual 4.0 dinner and their parents are invited to attend. This dinner	
features a guest speaker that speaks to the accomplishment of these students and celebrates their successes with their parents. In addition to the students and families that attend, HHS administration, counselors and staff members regularly attend. Members of the district office and school board members are invited to attend.	
Our LINK Leadership program recognizes students each month who	

meet different criteria such as citizenship, participation and

improvement. This Student of the Month lunch encourages students at different academic levels.

The Renaissance program rewards students with G.P.A.s ranging from 2.5-4.0. These students receive an incentive card with discounts and free items from local businesses. Students with Renaissance cards or perfect attendance are invited to a Winter Rally that offers prizes and entertainment.

Our school website keeps students, parents and community members up-to-date on school events and offers a way to keep people involved in the school culture. The website offers links to PowerSchool, our daily bulletin and a schedule of athletic and academic events.

Conclusions

Hesperia High School utilizes a number of means to reach out to parents and community members in an effort to involve them in the educational process, seek their input, utilize resources and communicate its work to improve student achievement. HHS is always seeking new methods for improving its outreach to parents and members of the community; increasing its use of technology is one way that HHS of accomplishing this goal. According to the most recent parent survey the majority of responders feel that they know the behavioral expectations for their children, feel welcome on campus, feel that they are well informed of important information and feel that they are listened to and that their opinions make a difference.

Critical Learner Needs

In an effort to reach out to students that are struggling with their reading ability and algebra performance, HHS has added a reading intervention teacher and will soon be adding a math intervention teacher. HHS will also be offering transportation to students that need to stay after school for tutoring. These efforts and others are communicated through various means including letter to parents, ConnectEd phone calls, meetings for parents of EL students and various other means.

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

HHS educates its students on internet safety, online etiquette, and school-wide procedures regarding internet practices. The district adopted internet regulations and policies are available to all students and is printed in the students' handbook that is distributed to all students at the beginning of each school year. Prior to being allowed to use the internet each year, every student must sign and return an internet safety agreement which spells out the rules and regulations for internet usage on campus. HHS uses firewalls to block inappropriate content from being accessed on campus. These firewalls are the same on student and staff computers. If a teacher would like a particular online resource to be unblocked a request may be sent to the district.

During the 2013-14 school year Hesperia High School was randomly selected to participate a civil rights compliance evaluation. A member a state government agency came to HHS and looked over our policies, walked through our facilities and interviewed various individuals, including students. There were no major violations found and only a few minor corrections were recommended (e.g ensuring that mirrors

Supporting Evidence

Closed Campus

Security Cameras

School incident report

Internet safety agreement

Firewalls

School handbooks

Yearly report on suspensions and expulsions

2013-14 civil rights evaluation

Emergency Procedures

Evacuation Plans

in bathrooms were available at multiple heights to accommodate individuals in wheelchairs).

According to the most recent student survey 64% of students feel safe on campus, 22% stated that they have a neutral opinion on safety while 14% disagreed with feeling safe on campus.

HHS has a disaster plan in place that is reviewed and practiced every year. There are protocols for lockdowns that have been explained to staff members. Last year the process for calling for a lockdown was simplified and an internal 911 was established that could be called from any phone on campus.

High Expectations/Concern for Students

Findings	Supporting Evidence
Hesperia High School teachers make themselves available during lunch, break times, before and after school for students to have an	Tutoring schedule
alternative place to study, meet for tutoring, or attend club meetings. Tutoring is provided for students after school and during lunch.	Sign-in sheets/logs
Students can either go to peer tutoring in P10 or with their individual teachers. The school's library is open most mornings, during lunch, and after school allowing monitored student access to computers, printers, and textual resources. Support staff and administration are	Constant visibility of administration and staff on campus
accessible and visible on campus daily, fostering a caring and supportive environment for our staff and students alike. Hesperia High School is aligned with district, state, and federal mandates.	Peer Assistance Program

The Peer Assistance program promotes the well-being and safety of the students, through peer education. The program trains select students in basic counseling techniques in order for them to act as active listeners and helpers to their fellow peers. Within the curriculum students learn a variety of intervention strategies that help students deal with social and family issues as well as how to conduct conflict mediations. Students in the Peer Assistance Program also do presentation in various classrooms throughout the year.

Atmosphere of Trust, Respect and Professionalism

Findings	Supporting Evidence
Hesperia High School's administrators have an open door policy for	Teachers visibly

both students and staff. Some teachers welcome students at the door at the beginning of each period. Teachers, administrators, and student groups such as the link crew, ASB, athletic teams, and the scorpion squad welcome the incoming ninth grade students during the Freshmen orientation every year. HHS fosters a desire to know its staff, students, and parents through administration of school wide staff, student, and parent surveys. HHS displays its acceptance of a diverse gender identity and cultural identity within the student population by facilitating a variety of student clubs including but not limited to: The LGBT club, the Christian club and the International club.

During class visits, staff meetings and department meetings the staff displays a high level of professionalism. During staff meetings, staff members recognize each other with the "You Bowl Me Over" award, which is a peer to peer recognition award for which credentialed and classified employees are eligible. The selected staff member is given the bowling pin trophy and keeps it for the month and then is asked to award it to someone else during the next staff meeting. Sharing of accomplishments is also the opening activity of each staff meeting.

Our LINK Leadership program focuses on student recognition in attempts to acknowledge every HHS Student at some point throughout the year. Every student receives candy and a note in the month of their birthday. Student of the Month celebrates students with various criteria such as most improved, best attitude, most passionate, etc. Students with perfect attendance and good GPA are given incentives several times in the year. Freshman students stay connected with their LINK leaders, forming little families. LINK students teach lessons in Freshman English classes and make contact in the form of lunch meetings, treats, and Freshman exclusive events. LINK Leadership also hosts Staff Appreciation Week which pampers staff with notes of encouragement, small gifts or candy, and acts of kindness.

In an effort to build camaraderie and staff morale, there is a well-established staff club. This social club arranges off campus events, celebrates birthdays, births, weddings, and other exciting moments in the lives of staff members, provides gifts of appreciation to staff, and also supports staff in difficult times with cards of sympathy. Additionally, this club organizes staff activities such as lunchtime tournaments of outdoor games and extended lunches for staff appreciation complete with cooking competitions.

welcoming students

Freshmen orientation

Staff leadership survey

Student survey

School wide clubs

You Bowl Me Over

LINK Leadership

Staff Social Club

Conclusions

Hesperia High School is very proud of the culture that exists on its campus. Regularly visitors to the campus comment on the warmth and openness that can be felt. Hesperia High School is blessed with many staff members and students that do the little things that make HHS safe, clean and welcoming. The administrative team has an open door policy to staff and students. Student clubs and organizations work hard to make the high school experience a better one for all students.

Critical Learner Needs

Students at HHS enjoy the environment that they come to everyday. This welcoming environment allows HHS to reach out to its students and assist them in reaching their academic goals. The high graduation rates that Hesperia High School has enjoyed over the years are indicative of the safe and respectful culture that exists on campus.

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Adequate Personalized Support

Findings	Supporting Evidence
Students meet with their counselor to discuss their future plans for after high school. Depending on each individualized students plan, a four year plan is established in order for the	ILPs (Individualized Learning Plans)
students to meet their goals.	Yearly registration process with Counselor
Students in our special education program all receive an IEP (Individual Education Plan), attend annual meetings with the parents and teachers to keep them aware of student	IEP (Individual Education Plan)
progress towards IEP goals.	504 Plan
Students who have a medical condition are assisted with accommodations by receiving extra support through a detailed 504 plan in order to succeed academically. This	Wednesday Walk-in Workshop (WWW)
includes classroom modifications such as moving closer to the board, extra time on test or assignments, and more	Monthly scholarship bulletin,
extensive support from the teachers.	Scorpioncountry.com
Career and College Resource Center (CCRC) provides all students with early college preparation and research. We heavily promote scholarships, financial aid search, college	Financial Aid Night with student and parents collaboration
field trips, college applications and college speakers. Scorpion alumni visit and talk about their experiences and	College application workshops
answer questions from students. Information about the SAT and ACT tests are provided.	Fliers to teachers, daily bulletin announcements, electronic marquee
Classroom visits are done to promote the PSAT Exam and educate students about university requirements as well as college entrance exams.	Planned classroom visitations to the CCRC
The CCRC also helps with career guidance for students choosing to enter the workforce upon graduation. Presenters	Community College information
from technical schools, armed forces, a variety of local businesses and county recruiters, public safety, Hesperia City government and alumni.	Annual English classroom visits by Counselors

Students have access to the Peer Counseling program supervised by on site counselors. Students are counseled by trained students who have completed a minimum of one year training in our beginning peer class. Peer Counselors who want to continue as an Advanced Peer Counselor, must submit an application.

We have tutoring available for all students through our AVID tutoring center. Students are tutored by their peers and teachers who chose to provide tutoring in P-10 after school on Tuesdays, Wednesdays, and Thursdays. College tutors are also available in room P-10 during lunch on Tuesdays and Thursdays. Tutoring is also offered by all departments, before school, during lunch, after school and by appointment.

Juniors and seniors participate in the Early College Academy for 5th and 6th periods. They earn college and high school credit simultaneously. Courses offered are taught by VVC Professors. This is an incentive for students to work towards an A.A. degree, while attending high school. This is at no cost to the student.

The Bridge program is run by the counseling department for 12th grade students who plan to attend VVC upon graduation. By being a part of the Bridge program students will be guided in registering at VVC. They will also have the opportunity to take the VVC Accuplacer Exam at school, as well as meet with their high school counselor for a preliminary education plan for the fall semester at VVC. Once the student completes all of the steps for the Bridge Program they will be given priority registration for the fall semester at VVC.

Upward Bound is a program available to our low income students who would like to attend a four-year college after graduation. Upward bound is funded by a federal grant that was given to VVC so that they could bring this program to the local high schools. HHS is one of three schools in the high desert that was chosen to participate in this program. Students have year-long tutoring, mentoring, summer school classes, and college trips at no cost to them.

FAFSA Workshops

It's My Life (career day)

ROP

ASVAB test

Military recruiting visits

Job shadowing

Women in Math and Science Conference at VVC.

Peer Counseling Program

AVID (after school tutoring)

Individual teacher tutoring

Early College Academy

VVC Bridge Program

Upward Bound

Rena's Dresses

Homebound Program

Rena's Dresses is a community organization that helps with prom expenses for senior girls who cannot afford it. Referrals from school personnel are accepted once a year. Students are then invited to shop for a Prom dress and accessories at no cost to them.

Students with health problems that require extended time away from school are provided with the services of the homebound program. A homebound teacher, who works with the students' on-campus teachers, is assigned to them and provides educational services in their home so that they do not fall behind academically.

Direct Connections

Findings	Supporting Evidence
There are four Counselors and two Counseling Assistants to serve students at Hesperia High School. Each Counselor is	SELPA Counseling
assigned a portion of the alphabet based on last names, so that every student has counseling access. There is also an ELD	School Psychologist
Counselor as well as an AVID Counselor. We offer academic, personal, and career counseling to all students. Every	School Police Officer
Counselor is available to assist in crisis situations. We have a variety of outside counseling resources available upon request or need.	Community Crisis Response- Team
Make a construction to a control of the design of the control of t	We Really Care
We have programs in place to assist students/parents who might need financial assistance with school supplies and/or graduation items. HHS also has a program to help with	ScorpionCountry.com
conflict mediation, peer support and teen issues.	Parent Resource Center
We have support and monthly meetings for our Spanish speaking parents through the site ELAC (English Learner	Peer Leadership
Advisory) and the district ELAC committees. Parents help to create the agendas for these meetings based upon their	ELAC/DELAC
particular needs in supporting their students.	Title I Funds
HHS is also beginning to provide after-school transportation	Single Plan for Student
for students wish to stay after school for tutoring and activities. This is an allocation of Title I funds that was	Achievement (SPSA)
deemed an appropriate use to help our students. Another use of Title I funds was the hiring of a reading intervention	Reading Intervention Teacher
teacher and a math intervention teacher who are able to give	Math Intervention Teacher

specific instruction to our struggling students.

The recent addition of the Early College Academy is a commitment that we are making to our students to help the non-traditional college going student get an early start to their college education.

Early College Academy

Strategies Used for Student Growth/Development

Findings Supporting Evidence

Teachers provide individualized tutoring during school hours, before and after school hours, along with volunteered time in the tutoring center weekly. Extra-curricular activities are monitored weekly between academic instructors, club advisors, athletic coaches, and administrators. All staff participates in athletic, academic, and specialized clubs, in order to support students in their interests inside and outside of the classroom.

Teachers design their curriculum, and unit plans with a focus of implementing multiple instructional strategies to accommodate all learning styles and levels of students. For classrooms with a higher focus of inclusion students, a special education teacher collaborates with the general education teacher and both teachers are the main facilitators in the classroom; in order to benefit all students.

There are multiple strategies that are implemented to ensure constant current academic success of students. This includes: weekly progress reports signed by teachers every Wednesday, monthly progress reports sent home with students, quarterly and semester report cards mailed home, active/live gradebook that enables all users to receive/monitor progress on a daily basis, teachers strive to communicate with parents/guardians frequently, as well as all extra-curricular activities ensure students remain above a 2.0 GPA in order to participate in activities.

Processes and procedures for retention and redirection is emphasized school wide using various departments i.e. counseling department, administration, and student support, resources, in order to promote student academic, social, and behavioral success. Numerous processes are implemented Teacher Involvement

Integrated classroom that support all level of students

Constant updated information of students' academic progress, through PowerSchool

At Risk Parent Program

Odyssey Credit Recovery- Class

Partnered schools for alternative education.

Counseling Services

SELPA

SST Intervention Program

Odyssey Credit Recovery- Class

and practiced school wide, the programs and interventions are discussed in further detail below:

At risk students meet with administration and/or counseling throughout the year, and an academic plan is designed and implemented per student needs. Parents are also encouraged to meet with administration through the At Risk Parent Program quarterly to discuss options, strategies, and techniques to support the at risk student(s) within their academic and social goals at home and at school.

For students that are academically/disciplinary concerns/high at risk for not completion are referred to alternative education facilities that are partnered with Hesperia High School in order to provide students an alternative opportunity to complete high school.

Once students are classified as a junior and/or senior, students who are at risk for not graduating are placed in the Odyssey credit recovery class during the academic day. The program focuses on participating in unit-completion/make-up through an online program. Odyssey students have the opportunity to get caught up on the required units for graduation.

Counseling services are readily available for all students to receive personal, academic, and mental health aid and support. There are numerous options through the counseling department for help such as one-on-one counseling with the high school counselor, peer group counseling, conferences with parent, student, counselor, teacher, and administration to discuss student concerns, along with support/referral services to SELPA for students who need additional mental health/psychiatric care.

Prior to students being classified for At-Risk, teachers, counselors, and Psychologist work together to begin the Student Support Team (SST) Intervention. This process begins by observing students who show signs that they struggle in academic or behavioral categories. Once observed, the teachers and/or counselors and administrators put in a request to begin the SST intervention program. Once

referred to the SST program student meets with counselor, all academic teachers, parents/guardians, and student to discuss options, concerns/issues, and strategies to promote success for the student(s). If the SST interventions are not successful, the student is then referred to the school psychologist for further evaluation to determine if student should receive special education/IEP services.

Support Services and Learning

	Findings	Supporting Evidence
	Progress reports are sent out three times throughout each semester. Students who have a D or F in any class will receive a progress report four weeks into each semester and	Progress Reports and Report Cards
	four weeks before the semester is finished. All students receive a progress report at week nine, which is their quarter grade.	Collaborative teaching with special education and regular education teachers
	Parents have their own login for PowerSchool, our student information system which gives them access their child's	ACE Program
	grades and progress, attendance and teacher contact information.	AVID (Achievement Via Individual Determination)
	Many of our special education students are mainstreamed into regular education classes. In many of these classes we have a regular education and a special education teacher collaboratively teaching.	"It's My Life" (Career Day of 50 presenters of different types of professions)
		Youth In Government
	HHS has an ACE program for high performing incoming freshmen that places them in advanced classes and pushes them to achieve at higher levels. Incoming freshmen who wish to be part of this program have to apply and interview	Wednesday Walk In Workshop (WWW)
	to be admitted into the program.	Special Education Career Assessment Survey
	The AVID (Achievement Via Individual Determination) program is supported by core curricular teachers that	CCRC
	prepare and encourage first generation college students for a successful college career.	Career and College Specialist classroom presentations
	The Career and College Resource Center (CCRC) is open to all Scorpions for career and college exploration.	The Women in Math and Science Annual Conference
	A small group of seniors are chosen to job shadow for an	LINK &

entire day at our local Hesperia City Hall. Students are given an amazing opportunity to see the variety of important careers that it takes to run a city. The students always find this a favorite and memorable event.

Freshman Assembly

The WWW is a 16 week free and voluntary 35 minute class for seniors who are bound for college. It is offered twice on Wednesdays and does not conflict with regular classes. All seniors are invited including those that are looking into trade schools and military services. Extensive information is given about deadlines, requirements, choices, applications, financial aid, academic marketing, testing (SAT, ACT, ASVAB). Over 100 students participate in our WWW. Over 250 fee waivers were granted for the SAT and ACT. This is available at 7:30am & 2:30pm. Over 100 seniors attended last year.

Teachers can schedule times to bring in their classrooms to complete 2-3 different types of career tests. There are simplified forms for below basic readers and detailed ones for general and advanced. Teachers from any department can schedule class time in the CCRC.

Throughout the year, students are given presentations on the importance of the diploma, career searching, job applications and interviews. They also hear about how to research college choices and choosing majors and how to get into those colleges.

Annually, 25 elite Junior girls are selected to attend The Women In Math and Science Conference at Victor Valley College where they listen to career speeches from professional women and are part of a dynamic keynote address on a current issue that promotes women in professional arenas. All in an effort to expose and inspire these young women to achieve their professional and academic goals. These students also attend several hands-on workshops including: CSI, Mining, Fire Technology, etc.

Activities & support services for Freshman students such as the Freshman assembly & LINK program help them assimilate into the school culture, become more involved in school & community functions, and help students identify their personal goals for academics and extracurricular activities.

Equal Access to Curriculum and Support

Equal Access to Carriculani and Suppor

Findings

Hesperia High School has partnered with Victory Valley College to offer college courses to Juniors and Seniors during the school day at no cost to the students. Students are able to take courses that will transfer to California State universities, UCs, and also satisfy graduation requirements. All of these students will also have access to the programs that VVC offers (e.g., ASB cards, textbooks, Athletic events, performing arts). This program targets those students who would not typically enter college right after high school? Thus this is not specifically for our AP and AVID students who regularly have higher college attendance rate.

The Honors & AP courses Hesperia High School offers helps prepare students for the demands of college and trade schools. There is open access to AP and Honors classes.

Seniors are closely monitored by their academic team (teachers, counselors, and administration) to ensure they are on track for graduation. Counselors do multiple grad-checks, teachers are able to inform parents if the students are in danger of failing, and the team helps intervene if the senior student will need some type of alternative credit recovery before graduation.

Our ODYSSEY program allows students who are behind in credits to make up those credits in a computer lab environment. These students are able to make up classes during the school day as part of their everyday schedule or after school. In addition to the after school Odyssey offerings, student are able to make up English classes after school with a teacher that works beyond the school day.

HHS also offers ROP classes after school for any student that wishes to take advantage of them. Students are also referred to alternative educational settings, such as a continuation high school or independent study, if it is determined that they have a better chance of success in those settings.

Supporting Evidence

Early College Academy

Honors & AP Courses

Counseling Office and Teacher Involvement

ODYSSEY program (during and after school credit recovery class)

Summer school for advancement and remediation

Referral to alternative education settings

Seventh period ROP classes

Reading support classes

After school credit recovery for English

Co-Curricular Activities

Supporting Evidence Findings Student of the Month lunches Student Of The Month lunches are an activity between students and teachers that help improve classroom w/staff management & discipline. Helps to build stronger connections & better communication, especially for students **Engineering & Design** who usually don't get much recognition. Robotics Several programs to prepare students for careers in technology are available on campus during and after school. Mock Trial Club Mock trial encourages students who are interested in pursuing a law career. The Interact club is a club that focuses Hesperia Broadcasting on reaching out to the community to perform community service. Our automotive class is an excellent program that VVC Articulation with ROP allows our students to be well prepared to leave high school courses and enter and succeed in the automotive industry. Several of our past students have found success and praise in the Summer Boy's Basketball Camp automotive world after coming through our program. Our engineering and robotics program is another program that **AVID** allows students to gain valuable experience in this field. Currently one of our robotics teams has qualified to Annual Athletic Academic compete in the upcoming world championships. Hesperia seminar High School and its students are also very blessed to have a successful broadcasting program that is the only one in the area to do live HD broadcasts. One of our recent graduates was able to join and participate in the Cal State Fullerton broadcasting program in her freshman year. She was the first freshman to be on Titan-TV. This student was able to accomplish this because of her participation in the Hesperia Broadcasting program.

Several ROP courses have articulated agreements with Victor Valley College which awards students college credit if the student passes the course with a B grade or higher.

Every summer, the boys' basketball and football teams host a basketball and football camps where the players themselves teach and mentor younger players. They teach the fundamentals and basics of basketball and football for future Scorpions.

Our AVID senior class adopted a street in the city, Cottonwood Ave. These students have become involved in their community to clean up the street.

Coaches contact The Career and College Research Center to schedule their annual visit to bring their entire teams to participate in a presentation that promotes college awareness.

Student Involvement in Curricular/Co-Curricular Activities

Findings

Hesperia High School counselors, administrators, teachers, coaches, club advisors and support staff are all very proactive in encouraging and maintaining student involvement in curricular/co-curricular activities and student support services. We understand the barriers particular to our student population due to poverty, lack of transportation, and low parent involvement. With this in mind, the staff actively seeks out students to participate in support services such as anger management classes, parent support meetings, the Caring Closet, Rena's Dresses, and Thanksgiving Basket distribution. Additionally, the counseling office and the district parent center provide information on community support programs, health care, parenting classes and a variety of other resources available for families in need.

Two extended lunch periods are devoted every year to allow students to sign up for various clubs that interest them. Club involvement has a direct relationship to higher academic achievement as well as provide the student with a community of support for their individual needs.

Each year the Art Department has an Art show open to the public. This gives the students opportunity to display their Art & take pride in the public's adoration of their work.

Advanced Disposal Art Contest is a contest open to K-12 students. Students must design a poster on the theme: Reduce, Reuse and Recycle. Hesperia High School has won the grand prize for this competition 2 years in a row.

Beginning and Advanced photography students took portrait

Supporting Evidence

District Parent Center

On Site Anger Management Classes

Club Rush - Fall & Spring Club Fairs

Annual Art Show

Art Contests

"This is Us" project

Band & Orchestra

Choir

Drama

photos of a student of staff member that they felt was energetic and dynamic. These images where then enlarged and printed on a banner that was displayed on campus. The school environment and "feel" of the campus was altered positively highlighting positive students and teachers that make HHS and energetic and dynamic campus.

The Black and Gold Regiment Marching Band, Drumline, Pageantry and Orchestra compete in festivals throughout California. They also perform several times on campus for athletic events and pep rallies.

Our HHS Choral program offers students three levels of performance groups. Concert Choir is for beginning students with no prior musical experience. Treble Choir is available for middle level female vocalists. Our award-winning Select Ensemble is the advanced group, which performs around the community and in various festivals in California. All groups perform in seasonal concerts on campus.

The Drama department offers beginning and advanced classes. These students perform in a Fall play and a Spring musical. They also compete in two festivals throughout the year.

Student Perceptions

Findings	Supporting Evidence
Students at HHS are given a student survey in which they are able to voice their opinions about the school and their	HHS Student Survey
perceptions. This survey covers topics several topics including, but not limited to discipline, supplies, the	Rena's Dresses
availability of counselors and perceptions of school safety.	Annual Thanksgiving Baskets
HHS teachers and administrators have open door policies where students are able to talk to a staff member about	Annual Blood Drives
issues in their lives. Many teachers and other staff have been approached by students seeking advice and counsel. Hesperia takes pride in the relationships that staff members	Availability of PE clothes to those unable to purchase.
have been able to forge with students.	Peer Counseling
Girls have been given the opportunity to have hair, make-up, dresses & accessories for dances that financially they were not able to afford. This helps the girls have a positive	Alumni Feedback

attitude about their appearance and feel confident to attend the prom. This allows them to make good Senior memories.

Each year, with the help of staff & students, Hesperia High School gives identified needy families of HHS turkey dinner baskets so that they may have Thanksgiving dinner where they might not otherwise afford it. The families are selected from our student body by our campus and then are presented with the baskets the weekend before the Thanksgiving holiday.

ASB organizes a blood drive each year. This is such a great lesson for the students to learn that they can spend just a little of their own time but possibly help save a person's life. This is something the kids get excited for & gives them pride that they have helped someone. It is imperative the students see how serving others can help society as a whole

The HHS PE Department offers PE clothes that have been donated by previous students. If a student is unable to afford to purchase their own uniform we make sure to get them clothes that will help them be prepared for class.

There are a group of students that have taken courses in counseling and assessing basic student needs. This group of students is available for students to come to, one-on-one and can talk with a peer about student life. Based on their meeting, students can be referred to a school Counselor to best meet the student's needs.

Regular emails and announcements are sent about Scorpion Graduates and their accomplishments. The teachers are encouraged when hearing about past students. Staff is proud to hear the positive feedback, and use that to inspire current students.

Conclusions

Hesperia High School makes tremendous efforts to reach out to students and make sure that they have a positive experience while attending high school. HHS has an open schedule that allows students to take the classes that they want to. Because all honors and AP classes are open, any student that wants to enroll in them has that opportunity. Hesperia High also provides ample opportunity for students to get involved on campus such as athletics, clubs,

programs and intramurals. HHS recognizes the benefit that students can receive from being active on campus and highly encourages students to be as involved as possible. Many efforts are made to accommodate students who do not have the resources that they would like to have or need. Whether its transportation, prom dresses, supplies or referrals to community services, HHS does its best help its students.

Critical Learner Needs

Students at Hesperia High School benefit tremendously from the programs offered to them. The open schedule helps students complete their A-G requirements and the referrals to community services and the providing of supplies and support for our students helps ensure that they are able to successfully complete their high school career and graduate on time.

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Campus is safe, clean, orderly and welcoming, with a positive environment for students, staff and visitors
- There are numerous opportunities for students to be involved in clubs, sports, and a variety of activities
- There is frequent communication with staff, parents and students via multiple mediums: Hesperia Online, PowerSchool, scorpioncountry.com, Remind, Twitter, Blackboard Connect, direct mailings, email, phone calls, parent meetings, and Illuminate
- Programs that celebrate academic achievement, i.e. 4.0 dinner, Senior Awards Night, Mock Trial, ACE Program, Science Olympia, and AVID classes, National Honor Society, California Scholarship Federation, Student of the Month Award, Renaissance Cards, Winter Renaissance Rally, Spring Fling.
- Many supports are provided for struggling students including tutoring centers, support
 meetings for parents, credit recovery classes, Saturday Enrichment, CAHSEE prep
 classes, math and reading intervention teachers, and group sessions for social and
 emotional support provided by community entities.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Continue to build and increase community connections and programs to prepare students for college and careers
- Continue to provide access to tutoring and after school activities by providing late busing for the students that may not have another means of transportation; therefore, allowing the students another option to succeed academically.
- Find further ways to provide all students the support they need through the use of Title I funding and the Title I committee
- Encourage students and parents, especially English Learners, to be more involved in academic planning and preparations for college and careers

Schoolwide Areas of Strength from Categories A through E

- Campus is safe, clean, orderly and welcoming, with a positive environment for students, staff and visitors.
- Many supports are provided for struggling students including tutoring centers, support
 meetings for parents, credit recovery classes, Saturday Enrichment, CAHSEE prep
 classes, math and reading intervention teachers, and group sessions for social and
 emotional support provided by community entities.
- Hesperia High School has improved preparation for life after high school through college and career readiness programs. Extensive AP class offerings and ROP programs, the Engineering Academy, Early College Academy and a variety of new courses are all designed to prepare students for their futures.
- Programs that celebrate academic achievement, i.e. 4.0 dinner, Senior Awards Night, Mock Trial, ACE Program, Science Olympia, and AVID classes, National Honor Society, California Scholarship Federation, Student of the Month Award, Renaissance Cards, Winter Renaissance Rally, and Spring Fling.
- There is frequent communication with staff, parents and students via multiple mediums: Hesperia Online, PowerSchool, scorpioncountry.com, Remind, Twitter, Blackboard Connect, direct mailings, email, phone calls, parent meetings, and Illuminate.

Prioritized Areas of Growth Needs from Categories A through E

- Encourage students and parents, especially English Learners, to be more involved in academic planning and preparations for college and careers.
- Through the existing PLC process, the staff needs to continue to collaboratively write and refine our CFAs and Single Assessments and find ways to modify instruction based on student assessment and individual student needs in alignment with CCSS and NGSS.
- Continue to seek professional growth opportunities and resources specifically targeting differentiation, cross curricular projects, implementation of standards, and EL support.
- Continue to provide access to tutoring, intervention, and after school activities by providing late busing for the students that may not have another means of transportation; therefore, allowing the students another option to succeed academically.



CHAPTER V: Schoolwide Action Plan

Chapter V: Schoolwide Action Plan

The Single Plan for Student Achievement

School: Hesperia High School
CDS Code: 36-75044-3630407

District: Hesperia Unified School District

Principal: Michelle Estrada

Revision Date: 2014/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Michelle Estrada

Position: Principal

Phone Number: (760) 244-9898 Address: 9898 Maple Avenue

Hesperia CA, 92345

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Hesperia High School's Vision and Mission Statements

Mission:

To best meet the needs of students in our community, Hesperia High School offers authentic learning experiences that provide opportunities for students to grow both academically and socially in a globally conscious manner in response to the evolving nature of the 2st century.

Vision:

Hesperia High School will provide all students powerful learning experiences in an open, safe, and supportive environment in preparation for college and careers.

Hesperia High School Learner Outcomes:

Scorpions STING in preparation for college, careers, and life: are technologically Skilled learn Tenaciously solve problems Innovatively communicate and Network effectively lead locally and Globally

School Profile

Hesperia High School is one of three comprehensive high schools in the Hesperia Unified School District. Hesperia's sphere of influence is roughly 100 square miles. The city is a bedroom community located in the High Desert. Overall, Hesperia High School offers a variety of programs to meet the needs of our diverse population. This includes ELD, AVID, Special Education, AP, ROP, an Early College Academy(ECA) and various academic interventions. We offer staff development prioritized by our Leadership Team and targeted at our diverse population, such as Professional Learning Communities(PLC), Data teams, ELD/SDAIE, AVID, Reading Intervention programs, and Best Teaching practice strategies. We currently have 2065 students. Our teachers, administrative staff, support staff, Counseling office, Career and College Resource Center, and Bridge coordinator work together to provide an engaging and relevant high school experience.

Hesperia Unified School District attempts to only hire teachers who meet the standards for being "highly qualified." Principals are part of the hiring process, and select candidates who best fit the needs of their school. Beginning teachers are assigned a mentor through the district's CTIIP program and meet with their mentor teacher on a regular basis. Administrators seek to hire only those teachers meeting requirements of a highly qualified teacher and provide staff development that is of a high-quality and provides strategies to enable the students to meet the state's academic achievement standards thus insuring that instruction is provided by highly qualified teachers. The plan and budget are reviewed annually and any modifications are approved through the School Site Council and then presented to the school board for approval.

Based on our Comprehensive Needs Assessment, the following Critical Learner Needs have been identified:

- 1. Improve algebra proficiency as measured by grades in the course and CAHSEE pass rates. Algebra I is the gateway to college and career preparedness, and current EAP results indicate HHS students are not adequately prepared for college.
- 2.Improve reading skills in order to provide students with access to the curriculum, especially for the El population.
- 3.Improve graduation and a-g completion rates, especially in light of the upcoming changes in the API and Common Core focus on college and career readiness.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual leadership survey is given to all staff. The findings showed that over 94% of staff is pleased with the administration, feeling like admin is approachable and here to help. An area for growth would be in allowing for staff input prior to decisions being made.

We have also administered surveys to staff, student and parents. All three surveys have come back showing all stakeholders feel safe at school and are please with the education HHS is providing its students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrative team visit classes on a regular basis. All teachers are observed informally multiple times throughout the school year, usually lasting 5-10 minutes per visit. All teachers are on a formal observation rotation, with the majority of teachers being observed formally every other year. These formal observations are for an entire class period, at least one time during the school year. Probationary teachers are observed formally at least twice a year during their probationary period. Hesperia High School also has regular County and district walk throughs. Site administration accompany these groups on their visits, discussing areas of strength and areas of growth.

The findings of these observations are used for planning future professional development to support teachers in CCSS and effective strategies. Teachers at Hesperia High School use a variety of teaching strategies on a regular basis and show a transition to a collaborative student centered environment. They differentiate their instruction to meet the diverse needs of the student population.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- · Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local data are analyzed regularly by the PLC teams. CST data is provided through Illuminate with ongoing training on its potential and capacity for data reporting. District Single Assessments are scanned by teachers with reports generated directly through Illuminate. CELDT exam results are used to determine appropriate programs for English Learners. PLC teams and departments also prepare common interim assessments to determine student progress toward academic goals, and use the results to spiral the curriculum. Collaboration Wednesdays are utilized to review data and share best practices for improved instruction. Data Director and Data Teams training have been provided for all staff members and more intensively for a data committee representing all core departments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

PLC teams and departments prepare common formative assessments to determine student progress toward academic goals, and use the results to spiral the curriculum and provide immediate intervention. Collaboration Wednesdays are utilized to review data and share best practices for improved instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

In working with the district office, all teachers are either highly qualified or are working towards being highly qualified by the end of the school year.

 Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have or will be trained on SBE adopted instructional strategies.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development offerings through the district and the site are based upon targeted growth areas for students. Our Leadership Team plans appropriate offerings and informs the district professional development division of our top priorities which are academic core class proficiency, Data teams, ELD/SDAIE, AVID, Reading Intervention Programs, and Best Practice teaching strategies. Moreover, the Leadership Team has made a commitment to the Professional Learning Communities process to ensure that all students learn at high levels. The district offerings include EL strategies, PLC training, Marzano, Academic Vocabulary, Ruby Payne's poverty series, Thinking Maps, Write for the Future, Step Up to Writing, data analysis, Common Core implementation, and EL strategies. Additionally, our Leadership Team is assisting in the responsibility of planning professional development. Collaboration time on Wednesday mornings has been utilized for data analysis, discussion of best practices, content alignment and articulation. Collaboration time is devoted to ensure that all students learn at high levels, require teachers to work collaboratively in a collective effort to meet the needs of each student, PLC Collaboration, and for our educators to create a results orientation in order to know if students are learning and to respond appropriately to their needs. Next steps for professional development include EL strategies to continue to meet the needs of our growing EL population, graphic organizers, note-taking (AVID), AVID Write path, and questioning strategies. For new teachers, the New Teachers Academy, CTIIP mentors, and intern Buddy teachers provide professional support. For the Special Education teachers, the SELPA office provides professional support and development.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Collaboration time on Wednesday mornings has been utilized for data analysis, discussion of best practices, content alignment and articulation with teachers receiving ongoing support from each other. District CCSS academic coaches work with core teachers for curriculum and instruction development. The six member administration team provides continuous instructional assistance based off the immediate needs of teachers as determined in regular classroom walk throughs.

 Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

As members of professional learning communities, teachers meet and collaborate on a regular basis. Per teacher contract, every Wednesday morning is devoted to teacher collaboration and professional development. Many teachers seek out additional collaboration time during lunch or after school to further support each other and student achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum, instruction, and materials have been aligned to content and performance standards through curriculum calibration meetings, textbook adoption committees, data team meetings, collaboration meetings and department meetings. The district pacing guide and district single assessment have been developed through this process. Our professional development plan has included opportunities for data analysis and implementation of data informed instructional strategies. Additionally, our entire staff works collaboratively as a Professional Learning Community in recurring cycles of collective inquiry and action research to achieve better results for our students.

- 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- 10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

As a result of thorough data analysis, we have implemented reading classes, collaborative special education classes, CAHSEE prep classes, Odyssey credit recovery classes and algebra courses designated for students repeating the course. Additionally, we have a variety of courses in all subject areas to meet the needs of all students.

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11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based materials are utilized in all core content areas. The ELD program is aligned to the English pacing guide, however, it uses its own core materials such as Edge and High Point. The Special Education students are supported through the adopted core materials as well as standards based materials at an appropriate reading level, such as AGS Globe textbooks and the SRA Reading program. AP courses have been supported through supplemental texts and interactive lab supplies in addition to the core texts which help better prepare students for the exam and for college.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards aligned core courses.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the regular program, special education and low performing students are offered additional support through the collaboration model and the highly scaffolded master schedule, with courses to meet every student's needs. English learners are scheduled into ELD as needed as well as classes with teachers trained in SDAIE methodologies. Thinking Maps training has led to greater use of graphic organizers across the curriculum, serving all students but specifically targeting English Learners. The entire English department, as well as many other teachers, utilizes Tablet PCs as a tool for engaging and validating student learning. Teachers use Turning Point and ELMOS to increase checking for understanding. Each teacher identifies four at risk students, Fab Four, to work closely with in goal setting, intervention, and mentoring. The AVID Team coordinates two tutoring centers with computer labs available to all students. The administration, counseling department and teachers have identified current at-risk 10th grade students in danger of failing classes for after-school tutoring intervention.

14. Research-based educational practices to raise student achievement

Staff at Hesperia High School use a variety of instructional strategies to help raise student achievment. Administration classroom visits are performed as well as needs surveys are provided to staff to identify future professional development offerings. These professional development opportunities have included Common Core State Standards shifts, AVID methodology trainings, SDAIE strategies, PLC trainings, graphic organizers and thinking maps, Google docs and Apps., project based learning as well as data analysis trainings and opportunities.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Under performing students are assisted at Hesperia High School through supplemental reading programs, collaboration classes, CAHSEE prep lab, AVID, SDAIE strategies, bilingual aides, non-linguistic instructional strategies, and tutoring programs. Other support programs include PEER Leadership, Link Crew, Career and College Resource Center, school counselors, Parent Center, We Really Care, SARB, and alternative education programs. Parents are supported through ELAC, the Parent Project, and constant electronic communication via Powerschools, hesperiaonline.com, and email. The district supports these efforts through a comprehensive staff development program addressing our specific growth areas. The county provides additional support through CalPASS/P-16 planning as well as the Alliance for Education.

Many of our parents are either commuters, with little time to dedicate to the school, or have low education levels themselves. The language barrier in the community can impede the efforts to improve student achievement. With over 390 English learners, communication with parents is at times difficult, however, we are making progress with the addition of a site EL coordinator to better utilize our communication to our families in the community.

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 Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hesperia High School has many ways for parents, community representatives, teachers, students and other school personnel to assist with the planning and evaluation of the schools programs. The HHS School Site Council contains members from many of these groups including, parents, students, teachers, administration and other school personnel. They meet on a regular basis to constantly evaluate and refine the various programs and expenditures that take place. This group, as well as several others, that include: HHS leadership, parent center, counseling department, PLC teams and departments are in regular communication as to how we can best support the students of HHS.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding has been used to support students through three bilingual aides assigned to assist in the core academic areas. There are annual purchases of electronic media, providing for the visual representation and engaging lesson needed to assist ELD students. Additionally, four computer labs have been equipped with a CAHSEE prep Revolution, 10th grade CAHSEE 380 program, Odyssey Credit Recovery, and Rosetta Stone. Our 9th grade students will participate in a CAHSEE Diagnostic test to test for readiness and areas of focus for student success. Students are assigned to the labs for supplemental targeted intervention to build their Math and English skills to assist in passing the CAHSEE, and to assist in the development of language acquisition. Supplemental reading programs such as SRA Corrective Reading are provided for students scoring below basic on CSTs and below 6th grade on reading diagnostics. Categorical funding also supports PEER leadership, Link Crew, AVID, Advanced Placement teacher training, and hands-on materials for core subjects, and an EL site coordinator.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Hesperia High School is located in an older area within the city that is home to a predominately low socio-economic community. This presents challenges due to the fact that students do not always have the resources and support at home that would be beneficial. Many parents that are employed are forced to commute long distances to work leaving little time to focus on the education of their children. Many of these parents are also dealing with limited education levels, leaving them ill-equipped to support their students with the rigors of a high school education. There are also challenges posed by the language barrier that exists with many families. With approximately 310 English language learners, communication with both students and parents can be challenging.

Academic Performance Index by Student Group

		API GROWTH BY STUDENT GROUP										
PROFICIENCY LEVEL	А	II Studen	ts		White		Afri	can-Amer	ican	Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,313	1,406	NA	246	258	NA	82	103	NA	11	17	NA
Growth API	730	724	NA	761	744	NA	707	673	NA	817	836	NA
Base API	695	731	NA	727	762	NA	627	707	NA	796	817	NA
Target	5	5	NA.	5	5	NA						
Growth	35	-7	NA	34	-18	NA						
Met Target	Yes	No	NA	Yes	No	NA						

					API GRO	WTH BY S	TUDENT (GROUP				
PROFICIENCY LEVEL		Hispanio	English Learners			100000000000000000000000000000000000000	oeconomi advantag		Students with Disabilities			
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	944	1,004		385	310		1,049	1,123		119	110	
Growth API	723	720		662	614		716	711		490	450	
Base API	690	723		629	663		680	716		478	493	
Target	6	5		9	7		6	5		16	15	
Growth	33	-3		33	-49		36	-5		12	-43	
Met Target	Yes	No		Yes	No		Yes	No		No	No	

Conclusions based on this data:

- Hesperia High School experienced a loss of 7 points on our API score this year, leaving us with a total of 724. Most subgroups
 saw declines, with English Learners experiencing the largest drop with a loss of 49. Hesperia High School staff will continue
 working on ways to reach all students through sharing of best practices duirng PLC collaboration time, department meetings as
 well as in the planning of future professional development.
- 2. No API data is available for 2014
- 3. All subgroups as well as the site as a whole saw an increase in the number of students tested in comparison to last year with the exception of English Learners and Students with Disabilities.

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English-Language Arts Adequate Yearly Progress (AYP)

		ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
AYP PROFICIENCY LEVEL	Al	l Studen	its		White		African-American			Asian			
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	
Participation Rate	99	99	99	99	100	98	98	98	100	100	100	100	
Number At or Above Proficient	221	258	252	46	53	53	10	15	16	1		-	
Percent At or Above Proficient	47.8	51.8	53.3	51.7	58.2	69.7	29.4	51.7	41.0	1	3	1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	
Met AYP Criteria	No	No	No	No	No	Yes							

		EN	IGLISH-L	ANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP										
AYP PROFICIENCY LEVEL	,	Hispanio		English Learners			25000000	econom advanta		Students with Disabilities				
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014		
Participation Rate	99	99	100	99	99	100	99	99	100	100	95	100		
Number At or Above Proficient	157	181	173	37	19	12	172	188	186	6	3	7		
Percent At or Above Proficient	47.7	49.7	50.9	26.2	16.1	14.5	45.9	48.6	50.3	15.8	9.1	17.1		
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0		
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0		
Met AYP Criteria	No	No	No	No	No	No	No	No	No	-	-	3		

Conclusions based on this data:

- Hesperia High School was unable to meet AYP criteria for English-Language Arts for the third consecutive year with the
 exception of white students. Over 99% of students were tested, showing a 4% increase in proficiency. All but two student
 groups(African Americans and english Learners) experienced gains in percent proficient.
- The staff at HHS is committed to providing all students with tools that they will need to be successful in life. We will continue to
 develop learning opportunities for all students through the PLC teams, professional development opportunities that target our
 unique needs as well as the implementation of Common Core State Standards.

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Mathematics Adequate Yearly Progress (AYP)

		MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP										
AYP PROFICIENCY LEVEL	Al	l Studen	ıts	White			Afric	an-Ame	rican		Asian	
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	99	99	100	98	100	98	100	100	100	100
Number At or Above Proficient	216	239	229	50	45	40	12	15	14			3
Percent At or Above Proficient	46.7	47.9	48.3	56.2	49.5	52.6	34.3	51.7	35.9			1
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	No	No	Yes						

		MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP										
AYP PROFICIENCY LEVEL		Hispanic		English Learners			000000000000000000000000000000000000000	econom advanta		Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	100	99	99	100	99	99	100	100	98	100
Number At or Above Proficient	147	169	162	43	25	22	162	175	171	8	1	7
Percent At or Above Proficient	44.7	46.3	47.5	30.3	21.2	26.5	43.2	45.1	46.2	21.1	2.9	17.1
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	No	No	Yes	No	No	No			

Conclusions based on this data:

- Hesperia High School was unable to meet AYP criteria for Mathematics for the third consecutive year with the exceptions of White and English Learners. However, 99% of all students were tested, showing a 0.4% increase in proficiency. The performance data by student group shows that all subgroups but one(African Americans) experienced growth in proficiency., with Students with Disabilities leading the way with almost a 15% increase. African American students experienced a decline in proficiency, which does not match any trends noticed in other data.
- 2. The staff at HHS is committed to providing all students with tools that they will need to be successful in life. We will continue to develop learning opportunities for all students through the PLC teams, professional development opportunities that target our unique needs as well as the implementation of Common Core State Standards.

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CELDT (Annual Assessment) Results

		2013-14 CELDT (Annual Assessment) Results											
Grade	Adva	nced	Early A	dvanced	Interm	ediate	Early Inte	rmediate	Begi	nning	Number Tested		
	#	%	#	%	#	%	#	%	#	%	#		
9	8	7	42	38	44	40	11	10	6	5	111		
10	8	9	33	35	33	35	16	17	4	4	94		
11	15	15	49	51	23	24	7	7	3	3	97		
12	14	20	33	47	18	26	2	3	3	4	70		
Total	45	12	157	42	118	32	36	10	16	4	372		

Conclusions based on this data:

- Hesperia High School CELDT data shows that 372 students participated in CELDT testing. The staff at Hesperia High School
 continues to work hard to provide students with the skills and knowledge needed to earn reclassification. Over 86% of all
 students tested earned scores of Intermediate or higher. Only 4% of students earned scores that fell into the Beginning range.
- 2. A team of teachers and bilingual assistants will continue to provide the learning opportunities needed to assist these students that meet the requirements for taking the annual CELDT test. They have many resources, intervention periods and strategies at their disposal to assist with this task.

CELDT (All Assessment) Results

		2013-14 CELDT (All Assessment) Results												
Grade	Adva	nced	Early A	dvanced	Intern	nediate	Early Inte	ermediate	Begi	nning	Number Tested			
	#	%	#	%	#	%	#	%	#	%	#			
7	******	***									******			
9	8	7	44	39	44	39	11	10	6	5	113			
10	8	8	33	34	33	34	16	17	6	6	96			
11	15	15	49	50	24	24	7	7	3	3	98			
12	14	20	33	47	18	26	2	3	3	4	70			
Total	46	12	159	42	119	31	36	10	18	5	378			

Conclusions based on this data:

1. NOT SURE HOW THIS DIFFERS FROM PREVIOUS SLIDE....

Title III Accountability (School Data)

		Annual Growth										
AMAO 1	2011-12	2012-13	2013-14									
Number of Annual Testers	376	394	372									
Percent with Prior Year Data	99.7%	100.0%	100.0%									
Number in Cohort	375	394	372									
Number Met	212	220	238									
Percent Met	56.5%	55.8%	64.0%									
NCLB Target	56.0	57.5	59.0									
Met Target	Yes	No	Yes									

	Attaining English Proficiency								
	201	1-12	201	2-13	2013-14				
AMAO 2	Years of EL	instruction	Years of EL	instruction	Years of EL instruction				
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More			
Number in Cohort	29	357	29	370	23	351			
Number Met		181	1	187	-	188			
Percent Met		50.7%		50.5%	4	53.6%			
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0			
Met Target	*	Yes	*	Yes	-	Yes			

	Adequate Yearly Progress for English Learner Subgroup										
AMAO 3	2011-12	2012-13	2013-14								
English-Language Arts											
Met Participation Rate	Yes	Yes	Yes								
Met Percent Proficient or Above	No	No	No								
Mathematics											
Met Participation Rate	Yes	Yes	Yes								
Met Percent Proficient or Above	No	No	Yes								

Conclusions based on this data:

- HHS was able to met our target for AMAO #1, seeing a gain of over 8%. We exceeded the target of 59.0% by 5.0, achieving a score of 64.0.. The number of annual testers has increased each of the last three years, with 100% of all students tested having prior years data.
- 2. HHS has met its target for the fourth consecutive year for AMAO #2. The number of students in the cohort has also risen during this time period, going from 293 to 351 students.
- 3. Participation rate goals for AMAO #3 continue to be met for both English-Language Arts and Mathematics. HHS was able to meet the Percent Proficient or Above category in mathematics for the first time in 4 years. However, the percent proficient or above has not been met for the fourth consecutive year in ELA. HHS will continue with proven interventions and strategies such as SDAIE teacher training, increased CELDT exam prep, and targeted EL student placement.

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Title III Accountability (District Data)

		Annual Growth	
AMAO 1	2011-12	2012-13	2013-14
Number of Annual Testers	3,919	3,795	3,627
Percent with Prior Year Data	99.6	99.8	100.0
Number in Cohort	3,903	3,787	3,627
Number Met	2,152	1,899	1,981
Percent Met	55.1	50.1	54.6
NCLB Target	56.0	57.5	59.0
Met Target	No	No	No

			Attaining Engl	ish Proficiency				
	201	1-12	201	2-13	201	3-14		
AMAO 2	Years of EL	instruction	Years of EL	instruction	Years of EL instruction			
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More		
Number in Cohort	2,358	2,003	2,201	1,991	2,092	1,889		
Number Met	409	928	364	904	385	912		
Percent Met	17.3	46.3	16.5	45.4	18.4	48.3		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0		
Met Target	No	Yes	No	No	No	No		

	Adequate Yearly Pr	ogress for English Learner Subgro	oup at the LEA Level
AMAO 3	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

- Data presented within these charts indicate that district AMAO 1, 2, and 3 numbers show inconsistent progress (AMAO 1), data NO target met 2010-12, (AMAO 2), four out of six categories not met, and (AMAO 3), all targets no met 2010-13.
- 2. District wide we have had drops within our EL students over the last three years. In AMAO 1, there was a 5% decrease in percentage of students meeting the target. In AMAO 2, there was about a 1% decrease despite the NCLB target going up 2%.
- 3. District data continues to show a need for targeted interventions designed to help ELD students move up and out of ELD designation, with focus on the needs of long-term English Learners.

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Planned Improvements in Student Performance

School Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Increase core class proficiency

LCAP/LEA GOAL:

LCAP/LEA Goal #1: Provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and/ or a career.

LCAP/LEA Goal #2: Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

LCAP/LEA Goal #3: To involve our parents, families, and community stakeholders as direct partners in the education of all students.

SCHOOL GOAL #1

Hesperia High School will continue in the pursuit of increasing academic core class proficiency schoolwide.

Critical Learner Need #1 Improve algebra proficiency as measured by grades in the course and CAHSEE pass rates. Algebra I is the gateway to college and career preparedness, and current EAP results indicate HHS students are not adequately prepared for college.

Critical Learner Need #2 Improve reading skills in order to provide students with access to the curriculum, especially for the El population.

Critical Learner Need #3 Improve graduation and a-g completion rates, especially in light of the upcoming changes in the API and Common Core focus on college and career readiness.

Schoolwide Learner Outcome #1 technologically Skilled Schoolwide Learner Outcome #2 learn Tenaciously

Schoolwide Learner Outcome #3 solve problems Innovatively

Schoolwide Learner Outcome #4 communicate and Network effectively

Schoolwide Learner Outcome #5 lead locally and Globally

Data Used to Form this Goal:

Assessment results from departments and PLC teams, reading and writing diagnostics, CSTs, Single Assessments, and CAHSEE.

Findings from the Analysis of this Data:

Analysis shows that Hesperia High School needs to continue to place an emphasis on raising academic core class proficiency. This will be done by continuing to focus on the implementation of PLC's, the transition to CCSS, the expanison of the AVID program, continuing to find creative ways to provide intervention time and resources for students as well as meaningful professional development opportunities.

How the School will Evaluate the Progress of this Goal:

Student progress toward established goals will be monitored: through PLC common assessments, district single assessments, critical reading and writing assessments, each exit exam administration, and annual CSTs as well as grades in Math, English, Reading, Social Studies, and Science classes. For students on an IEP, progress will be monitored based upon their individual learning goals through a quarterly progress report.

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Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
A. Provide a variety of student and teacher driven tutoring (EPC 2.2, 2.4) 1. Train peer tutors		6/30/2015 coordinators and	After school bilingual aide tutoring	2000-2999: Classified Personnel Salaries		2,000.00
2. Identify students to attend 3. Approve the over contract hours for teachers for after school tutoring		2. Assistant Principal 3. Administrative	Maintain and update computers and equipment in tutoring centers	4000-4999: Books And Supplies	LCFF-ED	1,806.00
Arrange the facilities and materials for the program		4. Teachers 5. Counselors	AVID tutor salaries	2000-2999: Classified Personnel Salaries	LCFF-ED	4,608.00
Publicize after school tutoring in classes, school website, Blackboard, and bulletin announcements			Provide Over Contract Time for teachers in tutoring center	1000-1999: Certificated Personnel Salaries	LCFF-ED	4,200.00
Recruit, hire, train college students to administer lunch/after school tutoring			Provide Over Contract Time for Tutoring coordinator	1000-1999: Certificated Personnel Salaries	LCFF-ED	1,680.00
7. Recruit and hire a bilingual assistant for after school tutoring 8. Arrange the transportation for students leaving after school tutoring			Provide Over Contract Time for teachers to assist struggling and underperforming students	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	12,000.00
			Transportation for struggling and underperforming students at the completion of after school tutoring	5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	49,591.00
B. Implement credit recovery core academic classes and CAHSEE prep programs (EPC 2.2,2.3,2.4) 1. Identify students needing credit recovery	7/1/2014 - 6/30/2015	Counseling Assistant Principal Administrative Team	Over contract hours for teachers for after school intervention Odyssey and English Credit Recovery classes	1000-1999; Certificated Personnel Salaries	LCFF-ED	7,550.00
Request over contract hours for teachers Hire a teacher for each class Purchase of credit recovery program licenses		4. Teachers	Licenses for credit recovery programs	5000-5999: Services And Other Operating Expenditures	LCFF-ED	20,900.00

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Actions to be Taken	Timeline	Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
C. Continue to support intervention programs for academic core classes and CAHSEE prep.(EPC 2.2, 2.3,9.1,9.2) 1. Purchase Revolution and CAHSEE	7/1/2014 - 6/30/2015	department chairs 2. Assistant principal 3. Counselors	Maintain reading intervention site based purchase agreements for turnitin.com, Accelerated Reader, etc.	5000-5999: Services And Other Operating Expenditures	LCFF-ED	7,830.00
380 agreements, or other CAHSEE Prep materials 2. Purchase 9th grade Pre-CAHSEE materials and assessments 3. Renew and purchase licenses for		Team	Purchase diagnostic testing materials for academic core subjects and CAHSEE materials	4000-4999: Books And Supplies	LCFF-ED	500.00
as Neirewalid programs and ongoing assessments for Accelerated Reader 4. Maintain computer labs for use 5. Identify students for the classes 6. Assess Skillbuilders students at end			Licenses for web based intervention programs for academic core subjects and CAHSEE prep	5000-5999: Services And Other Operating Expenditures	LCFF-ED	26980.00
of sophomore year to determine placement in CAHSEE prep. 7. Coordinate curriculum and			Certificated personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	152,000.00
remediation to focus on performance standards and skills that students will need to pass the CAHSEE				Classified personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program
8. Continue to support SSR within the weekly academic minutes 9. Reading teachers to use SRA Corrective Reader, Close Reading, Inferential Reading Strategies, and Collaborative Annotation 10. Purchase of intervention programs and materials for academic core classes 11. Intervention personnel			Math and ELA Intervention programs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	25,000.00
D. Provide diagnostic assessment for incoming 9th graders and current students intervention in their academic core subject classes.{EPC	7/1/2014 - 6/30/2015	Academic core department chairs Counselors Assistant	Purchase of materials to support intervention programs for incoming 9th graders	4000-4999: Books And Supplies	LCFF-ED	500.00
2.1,3.1) 1. Use a diagnostic reading assessment for 8th graders, incoming 9th graders		Principal 4. Teachers 5. Administrative Team	Reading diagnostic testing program for reading intervention students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	5,000.00

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Actions to be Taken	Timeline	Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
2. Use a diagnostic assessments for academic core classes for proper placement 3. Schedule teachers and classes for reading program to use SRA Corrective Reader, Close Reading, Inferential Reading Strategies, and Differentiated Instructional strategies 4. Schedule teachers and classes for strategic intervention classes to support the academic core subjects 5. Recruit and train staff and students to supervise tutoring and intervention activities, such as Link Crew, for incoming 9th graders						
E. Increase number of teachers trained in the Professional Learning Communities process, Data Teams,	7/1/2014 - 6/30/2015	Department chairs Assistant	Guest teachers for EL/ELD training	1000-1999: Certificated Personnel Salaries	LCFF-ED	600.00
ELD/SDAIE, AVID, Reading Intervention programs, Differentiated Instruction, and Best Practice teaching strategies (EPC 5.1,6.1,		Principal 3. Teachers 4. Administrative Team	EL/ELD coordinator	1000-1999: Certificated Personnel Salaries	LCFF-ED	2,500.00
6.2,8.1) 1. Inform department chairs, Leadership Team, and individual		ream	EL/ELD/SDAIE training	5000-5999: Services And Other Operating Expenditures	LCFF-ED	0
teachers of available staff development opportunities			Supplies for PLC team implementation	4000-4999: Books And Supplies	LCFF-ED	0
2. Sign people up to attend sessions as requested 3. Monitor the professional development plan and level of training and implementation of the previously mentioned Leadership Team's top priorities 4. Utilize three collaborative Wednesdays each month for the			Research based professional development such as PLCs, AVID,EAP, Data analysis, Reading Intervention programs, Differentiated Instructional, and Best Teaching practices, etc.	5000-5999: Services And Other Operating Expenditures	LCFF-ED	12,000.00
continual implementation of the PLC process i. Work with district and county			Overcontract for PLC leads	1000-1999: Certificated Personnel Salaries	LCFF-ED	5,000.00

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Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
offices on professional development offerings			Guest Teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	0
F. Send academic core teachers to appropriate research based professional development to improve modeling, guided practice, and active learning strategies for maximum student engagement. (EPC S.1)	7/1/2014 - 6/30/2015	Academic core department chairs Assistant Principal Administrative team	Academic Core conferences Guest Teachers	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated	LCFF-ED	6,000.00 1,500.00
Inform academic core department chair of available conferences Encourage teachers to attend available conferences Use of Teacher pull-outs for training and collaboration	tear		Professional Development/Conferences to assist struggling and underperforming students	Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	30,000.00
			Guest teachers for conferences and release days	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	12,000.00
G. Spiral instruction in academic core classes based upon ongoing assessments. (EPC 3.1,8.1) 1. Develop and implement Common Essential Outcomes through their PLC	7/1/2014 - 6/30/2015	PLC team leads Academic core Department Chairs Assistant Principal	Supplemental reading materials for ELD class Supplemental reading materials, AVID weekly,	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-ED	3000.00 1000.00
teams 2. Monitor student progress and reteach areas of weakness after		4. Administrative Team	high interest novels Materials for Common assessments	4000-4999: Books And Supplies	LCFF-ED	0
common assessments 3. Pacing guides, Single Assessments, and Curriculum maps to be refined			Instructional materials for academic intervention classes	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	80,000.00
with the development of common assessments 4. Develop Data Analysis protocols with the PLC teams 5. Provide high interest, culturally significant reading material			Supplementary reading materials for struggling and underperforming students	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	48,000.00
H. Utilize bilingual assistants in classes with concentration of EL students	7/1/2014 - 6/30/2015	EL/ELD coordinator Counseling staff	Bilingual assistants' salaries	2000-2999: Classified Personnel Salaries	LCFF-ED	69,645.00

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Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
Schedule bilingual assistants based upon classes with English Learners District CELDT testers will assess and provide student CELDT levels		3. Assistant Principal				
and technology based instruction, to improve modeling, guided practice	7/1/2014 - 6/30/2015	Prinicpal Assistant Principal	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	0
and EL strategies. 1. Order equipment, hardware, software, and other hands on materials for the classroom and academic core computer labs	Department Chairs Teachers Administrative Team	Teacher training for implementation of EL/ELD software, such as Rosetta Stone	5000-5999: Services And Other Operating Expenditures	LCFF-ED	0	
Train teachers in implementation Provide feedback to teachers	hers in implementation edback to teachers assroom walk through f engagement	ream	TVs, LCDs, monitors, and bulbs	4000-4999: Books And Supplies	LCFF-ED	2,500.00
regarding classroom walk through and levels of engagement 4. Assign the administration team to			Discovery Learning, Learn 360, Turn it in, and other subscriptions	5000-5999: Services And Other Operating Expenditures	LCFF-ED	0
a walk through schedule (EPC 6.1,6.2)			Supplementary materials	4000-4999: Books And Supplies	LCFF-ED	100.00
			Purchase equipment and software programs licenses such as Rosetta Stone	5000-5999: Services And Other Operating Expenditures	LCFF-ED	24,194.00
			Hardware and software for the classrooms and labs	4000-4999: Books And Supplies	LCFF-ED	250.00
J. Use of technology, such as, Communicator Boards, Tablet PCs, Turning Point, Interwrite Pads, Elmos,	7/1/2014 - 6/30/2015	Academic core Department Chairs Assistant	Maintain wireless receivers in every classroom	4000-4999: Books And Supplies	LCFF-ED	500.00
and/or Smart Boards to increase checks for understanding 1. Purchase necessary hardware and software 2. Train staff in use of technology and		Principal 3. Administrative Team	Turning Point, Tablet PCs and related software to maintain equipment	4000-4999: Books And Supplies	LCFF-ED	500.00
Interactive strategies			Smart Boards for Intervention Rooms	5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	25,000.00

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Planned Improvements in Student Performance

School Goal 2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Increase school graduation rate

LCAP/LEA GOAL:

LCAP/LEA Goal # 1: to provide high quality classroom curriculum, instruction and assessment to prepare our students for success in college and /or a career. LCAP/LEA Goal #2: to provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

SCHOOL GOAL #2:

Increase graduation rate and preparation for college and careers

Our graduation rate of 91.9% for the class of 2013 met the AYP Graduation rate criteria. Our graduation rate for the class of 2013 increased to 91.9% from 81.4% in 2011. We need to continue to develop strategies to increase the progress of our graduation rate for the class of 2015 and beyond. Additionally, of those graduating, in 2013, only 36% have met A-G requirements and at least 20% have failed one or more core classes each term. We value the AVID and AP program to guide and motivate our students to be ready for the challenges of graduation and college/careers. We also need to continue the positive and motivating connections within the Fab Four program and early targeted intervention with our Odyssey program. See Chapter 1 of WASC Self Study for data.

GOAL OBJECTIVE

Goal: Increase our graduation rate as measured for the AYP from 91.9% for the class of 2013 to 93.6% for the class of 2015. Additionally, our graduation rate goal for the class of 2016 is 95%.

Critical Learner Need #1: Improve algebra proficiency as measured by grades in the course and CAHSEE pass rates. Algebra I is the gateway to college and career preparedness, and current EAP results indicate HHS students are not adequately prepared for college.

Critical Learner Need #2: Improve reading skills in order to provide students with access to the curriculum, especially for the El population.

Critical Learner Need #3: Improve graduation and a-g completion rates, especially in light of the upcoming changes in the API and Common Core focus on college and career readiness.

Schoolwide Learner Outcome #1 technologically Skilled

Schoolwide Learner Outcome #2 learn Tenaciously

Schoolwide Learner Outcome #3 solve problems innovatively

Schoolwide Learner Outcome #4 communicate and Network effectively

Schoolwide Learner Outcome #5 lead locally and Globally

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Data Used to Form this Goal:

Student enrollment, number meeting A-G requirements, AP exam pass rate, AVID enrollment, grades, CAHSEE pass rates, and graduation rate.

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

We will monitor student enrollment, grades, transfers to alternative programs and other schools, and preparation for college.

Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
A. Increase and maintain enrollment in AVID and AP classes. 1. Take a team of students and	7/1/2014 - 6/30/2015	1. Counselors 2. AVID coordinators	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	2,000.00
teachers to the junior high to recruit for freshman AVID 2. Articulation with Junior High AVID programs 3. Encourage students to take the most challenging courses available to them and appropriate for their abilities and strengths 4. Ensure AP and AVID teachers are properly trained		3. Department Chairs AVID training 4. Assistant Principal 5. Administrative Team	AVID training	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1,000.00
B. Increase awareness of career and college opportunities. Order brochures describing each of	7/1/2013 - 6/30/2014	Career Center Counseling office AVID	Assemblies and field trips for English Learners	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1000.00
the career opportunities 2. Present an orientation program with registration packets to include information on all programs available		coordinators and teachers 4. Leadership Team 5. Assistant	Guest teachers for EL/ELD teachers to attend field trips	1000-1999: Certificated Personnel Salaries	LCFF-ED	500.00
Provide opportunities for students to visit college campuses Host a variety of college and career		Principal	College tours/field trips	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1000.00
speakers on campus 5. To provide students the opportunity of assessment testing for			CSU/UC conferences for counselors and career center personnel	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1,000.00
community colleges and universities 6. Schedule all English classes into career center for Eureka and other			Provide resources/furniture/sup plies for Parent Center	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	20,000.00

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Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
pertinent college assistance software 7. Provide training opportunities for AVID, Link Crew, Bridge 8. Schedule assemblies for College and Career opportunities 9. Encourage students to enroll concurrently in college classes 10. Provide support and resources for the Parent Center to enable them to reach more students.						
(Fab Four) (EPC 2.2,2.4) 1. Train staff in identifying and mentoring students 2. Set parameters for Fab Four program 3. Provide ongoing support to staff as needed 4. Analyze data for effectiveness 5. Identify students using parameters regarding EL status	Start Date - End Date 7/1/2013 - 6/30/2014	Every staff member with guidance from Assistant Principal Administrative Team	Incentives and materials for EL Fab Four students Incentives and materials for Fab Four students	And Supplies	LCFF-ED	0
D. Support the Renaissance and Link Crew Mentoring Program I. Train students for the Link Crew and Renaissance programs 2. Send staff member(s) to training 3. Plan incentive and reward activities 5. Establish goals, guidelines, and parameters for program including the Renaissane cards, student of the month, Link Crew activities		Activities Director 2. Teachers assigned to Renaissance and Link Crew 3. Assistant Principal	Guest teachers Renaissance training, materials and incentives	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF-ED	1,000.00
E. Dedicate a portion of the bulletin, school newspaper, and bulletin boards to academic recognition	7/1/2013 - 6/30/2014	Activities Director College and				

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Actions to be Taken	Timeline	Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
Inform the Career Center, Counseling office, and journalism teacher of the expectation of student recognition being included Recognition of students enrolled in post secondary admissions		Career Center staff 3. Counselors 4. Journalism teacher				
F. Continue use an auto-dialer system, Powerschools, hesperiaonline, com and home mailings to increase school to home communications, particularly those at-risk non-proficient students. 1. Maintain annual subscriptions of the auto-dialer system 2. Train all teachers in use of Powerschools 3. Set auto-dialer to call home of progress report recipients each grading period 4. Home mailings 5. Encourage parent participation through the Parent Center in after school tutoring 6. Contact parents of students with failing grades in core subjects 7. Encourage parent participation in utilizing hesperiaonline.com	7/1/2013 - 6/30/2014	Data Processing Specialist Assistant Principal Administrative Team	Postage for parent communication On line subscriptions for Education licenses for Academic Core Intervention	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF-ED	2,000.00
G. Increase number of articulation agreements and connections with businesses 1. Send teachers/counselors to WC, Cal States, and Universities of California for articulations 2. Contact businesses for partnerships, internships, and mentoring programs	7/1/2013 - 6/30/2014	1.Career Center Specialists 2.Assistant Principal 3.Counselors	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	400.00

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Actions to be Taken	Person(s) Proposed Expenditure(s)					
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
H. Schedule ILP (Individualized Learning Plan) meetings for at risk students (AB 1802) and invite parent participation 1. Identify students 2. Schedule meetings 3. Provide resources for CAHSEE (on and off campus) 4. Develop four year plan and revise as necessary 5. Mall home ILP if parent does not attend 6. Have students set career goals as well as high school goals	7/1/2013 - 6/30/2014	Counselors Teachers				
I. Plan events for parents such as AVID night, ELAC, Back to School, Open House, Orientation, and College Awareness Night	7/1/2013 - 6/30/2014	Administrative Team Club advisors Et teachers/aides	Postage to inform parents for ELAC meetings	4000-4999: Books And Supplies	LCFF-ED	261.00
Schedule events for parents for all subgroups of students		4. EL/ELD Coordinator	Materials for ELAC meetings	4000-4999: Books And Supplies	LCFF-ED	100.00
Update calendar on Powerschools regularly Inform parents via letters,		5. Technology support personnel	Over contract for bilingual assistants to attend ELAC	2000-2999: Classified Personnel Salaries	LCFF-ED	0
hesperiaonline.com, phone messages, and Parent Center 4. Provide Spanish translation to Spanish-speaking parents			Materials for parent meetings	4000-4999: Books And Supplies	LCFF-ED	0

Planned Improvements in Student Performance

School Goal 3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe and Healthy Learning Environment

LCAP/LEA GOAL:

LCAP/LEA Goal #2: to provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

SCHOOL GOAL #3:

Provide a safe and healthy learning environment

Critical Learner Need #3: Improve graduation and a-g completion rates, especially in light of the upcoming changes in the API and Common Core focus on college and career readiness.

Schoolwide Learner Outcome #3 solve problems Innovatively Schoolwide Learner Outcome #5 lead locally and Globally

Data Used to Form this Goal:

Number of suspensions/expulsions sorted by offense and logged entry on a school year basis in our Powerschool data base.

Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

Monitor Powerschool discipline, attendance, and suspensions/expulsions entries and conduct a student survey.

Actions to be Taken	Ti	Person(s) Responsible	Proposed Expenditure(s)				
to Reach This Goal	Timeline		Description	Туре	Funding Source	Amount	
A. Administer a student based survey 1. Assign an administrator to conduct survey 2. Schedule the survey 3. Communicate with teachers 4. Send Information to parents		1. Vice Principal					

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Actions to be Taken		Person(s)		Proposed Expe	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
B. PEER Assistants to provide peer counseling and conflict mediation Recruit students for program Work with teachers and Vice	7/1/2014 - 6/30/2015	Peer Advisor Counselor Traci Lanning Peer Advisor	PEER materials and training for EL students PEER materials and	4000-4999: Books And Supplies 4000-4999: Books	LCFF-ED	1,092.00 500.00
Principals for recommendations 3. Advertise referral process 4. Train Peer Advisor		Teacher Misha Padilla 3. Administrative Team 4. Teachers	training Guest teachers	And Supplies 1000-1999: Certificated Personnel Salaries	LCFF-ED	150.00
C. PE teachers will provide health instruction to freshmen 1. Schedule training for 9th grade PE instructors 2. Coordinate curriculum which promotes a healthy, drug-free lifestyle, and develops healthy decision-making skills, and teaches violence prevention 3. Order and inventory supplies and equipment	7/1/2014 - 6/30/2015	1. PE Department Chair 2. Administrative Team 3. Teachers	Health materials	4000-4999: Books And Supplies	LCFF-ED	500.00
D. Provide group instruction in being drug free and healthy 1. Arrange assemblies and other activites to promote safe and drug-free choices, and diversity/decision-making. 2. Reward appropriate behavior and academics. 3. Arrange field trips related to tolerance. 4. Link Crew to conduct freshmen orientation and visit freshmen classes to share lessons on decision making, diversity, healthy and drug-free lifestyles, and conflict resolution. 5. Arrange for teacher training, schoolwide assemblies on Anti-Bullying measures.	7/1/2014 - 6/30/2015	Vice Principal, Student Activities Renaissance and Link Crew Coordinator Administrative Team 4. ASB and all students	Field Trips and Assemblies	5000-5999: Services And Other Operating Expenditures	LCFF-ED	0

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Actions to be Taken	Timeline	Person(s)		Proposed Expo	enditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
suspension/expulsion data	7/1/2014 - 6/30/2015	Administrative Team Classified Staff	Conferences/Seminars	5000-5999: Services And Other Operating Expenditures	LCFF-ED	500.00
2. Staff will participate in required annual disaster and evacuation drills 3. Staff will participate in regular and appropriate trainings at staff meetings (Sexual Harassment training, CPS, Sexual Predators, Active Shooter Training, Drug and Alcohol awareness) 4. Staff training with resources available to students in need 5. Identify and send appropriate staff to conferences and/or seminars		2. Certificated Staff 4. School Police	Trainer for Staff Development	5000-5999: Services And Other Operating Expenditures	LCFF-ED	0
F. Communication 1. School newsletter, newspaper, hesperiaonline.com, webpage to provide up-to-date information to	7/1/2014 - 6/30/2015	Administrators Teachers Counselors and Office staff	Mail postage to communicate with intervention student's parents	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	8,000.00
parents and community 2. Phone auto-dialer; to call students' homes with school announcements.		Computer/Media Technicians School Police	Parent-Community Liaison	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	15,000.00
reminders, and updates 3. Regular parent phone calls by teachers and administrators to inform them of student behavior and academic progress 4. Probation officer will communicate with parents regarding truancy and disciplinary issues 5. Postage to mail home important information to families of struggling and underperforming students 6. Staff member that is capable of			Parent center support	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	5,000.00
6. Staff member that is capable of communicating with the families of the various sub-groups on our campus to improve parent involvement in the educational						

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Actions to be Taken	Timeline	Person(s)		Proposed Ex	penditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
process 7. Provide support to Parent Center to better communicate with parents and community						
G. Support and Intervention 1. Provide Parent Project Training 2. Provide Anger Management Training 3. Provide Drug/Alcohol classes 4. Probation Officer and School Police available to assist parents as needed with appropriate issues 5. Resources available to assist with food, shelter, and clothing to families in need (We Really Care Program, Thanksgiving Baskets, and District Clothes Hanger)		Administrative Team Counselors School Police and Probation Officer Teachers				

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Planned Improvements in Student Performance

School Goal 4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Increase Student Use of Technology

LCAP/LEA GOAL:

LCAP/LEA Goal #1: To provide high-quality classroom curriculum, instruction and assessment to prepare our students for success in college and/or a career.

SCHOOL GOAL #4:

Students will use technology to construct, publish, and present projects

Unless continued efforts are made to familiarize students with the use of technology tools and software, they will graduate unprepared to meet the demands of college and the work place. As technology changes and develops, we must continue to challenge our students to embrace these changes and provide them with the skill and opportunities that will enable them to be successful in school, at work, and in personal endeavors.

GOAL OBJECTIVE

By June 2015, 60% of students will: construct, publish and present projects using developmentally appropriate technology tools and software; use technology hardware and software for problem solving, decision-making and gathering data; use technology to provide oral and written literary responses and analysis of grade-level appropriate texts; solve mathematical problems using age-appropriate technology hardware and software; use technology hardware and software to gather, analyze and make decisions about data.

Critical Learner Need #1: Improve algebra proficiency as measured by grades in the course and CAHSEE pass rates. Algebra I is the gateway to college and career preparedness, and current EAP results indicate HHS students are not adequately prepared for college.

Critical Learner Need #2: Improve reading skills in order to provide students with access to the curriculum, especially for the El population.

Critical Learner Need #3: Improve graduation and a-g completion rates, especially in light of the upcoming changes in the API and Common Core focus on college and career readiness.

Schoolwide Learner Outcome #1 technologically Skilled Schoolwide Learner Outcome #2 learn Tenaciously Schoolwide Learner Outcome #3 solve problems Innovatively Schoolwide Learner Outcome #4 communicate and Network effectively Schoolwide Learner Outcome #5 lead locally and Globally

Data Used to Form this Goal:

EdTech profiles for students' and teachers' increased use of technology developed materials. Student grades and completion of technology-based student projects will increase.

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Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

- Teachers will report student completion of technology based assignments.
 Progress towards this goal will be evaluated by percentage of student work completed utilizing technology and age-appropriate skills.
 Progress will also be monitored by evidence of increased use of technology in classrooms and increased proficiency on EdTech profiles.

Actions to be Taken	Timeline	Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
A. Teachers will receive training in the implementation of technology based assignments for students 1. Staff will continue to be trained on	7/1/2014 - 6/30/2015	Administrative Team Computer Learning Specialists	Train teachers in new technology use	5000-5999: Services And Other Operating Expenditures	LCFF-ED	3000.00
technology-based classroom instructional tools 2. Train teachers in new technology and software use		3. Department Chairs 4. Teachers	Purchase hardware and software to keep classroom computers up to date	4000-4999: Books And Supplies	LCFF-ED	2000.00
and software devices will work towards full implementation and use of Powerschools as a means of parent communication 4. Teachers will collaboratively share technology based lesson plans such as podcasts, blogging, Google Earth, webpage design, etc.			Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	300.00
B. Communicate results from EdTech survey to staff in order to drive instruction and professional development needs 1. Disseminate survey results to staff via 5taff Meetings 2. Discuss implications at Leadership Team meeting	7/1/2014 - 6/30/2015	1.Assistant Principal 2.Leadership Team				
C. Alignment of technology and content standards to improve modeling guided practice, and active learning strategies for maximum	7/1/2014 - 6/30/2015	Administrative Team Computer Learning Specialists	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	500,00

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Actions to be Taken		Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
to Reach This Goal student engagement. (EPC 2.1) 1. Train teachers in using various modes of technology and data analysis to provide instruction to meet researched based instructional strategies 2. Appropriate software and support materials will be purchased and maintained 3. To provide teachers with differentiated instruction options needed for EL and Special Education students to enhance learning 4. Train teachers in project based learning to enhance student exposure to cross curricular technology based projects 5. Departments will identify specific activities and projects to meet the technology objective for students 6. Students will use technology tools	Timeline		Description Support materials and equipment Training for teachers		1	500.00 500.00
to enhance learning, increase productivity, work collaboratively, promote creativity, information gathering, problem solving, and improve skills for the CAHSEE/CST 7. Teacher will develop in their curriculum student internet safety, identity protection, and the prevention of cyberbullying. D. Communication with all stakeholders 1. To train staff on district email system to improve communication at the site and with parents 2. To provide training for all teachers in use of Powerschools.	7/1/2014 - 6/30/2015	1. Administrative Team 2. ELD Coordinator 3. Technology Coordinator 4. Activities	Over contract hours for webpage coordinator Obtain equipment and supplies to support school website and	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF-ED	0 3,332.00

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Actions to be Taken		Person(s)		Proposed Exp	penditure(s)	
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount
hesperiaonline.com to notify parents, students, and community of upcoming events. 4. The use of parent/student groups in seeking input of implementing new technology based instructional programs. 5. Obtain equipment/trainings to support website and video production in creating and enhancing communication with all stakeholders.		Webpage Coordinators 6. Teachers	Guest teachers Related expenses for workshops/conferences	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF-ED	200.00

Planned Improvements in Student Performance

School Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP/LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken	Thursday.	Timeline Person(s)	Proposed Expenditure(s)				
to Reach This Goal	Timeline		Description	Туре	Funding Source	Amount	

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Planned Improvements in Student Performance

School Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP/LEA GOAL:
SCHOOL GOAL #6:
All Students will be educated in learning environments that are safe, drug-free, healthy and conducive to learning
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Students will participate semi-annually in the California Healthy Kids Survey

Actions to be Taken	Person(s)		Proposed Expenditure(s)				
to Reach This Goal	Timeline	Timeline Responsible	Description	Туре	Funding Source	Amount	

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The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all subjects for all sub groups.					
SCHOOL GOAL #1:					
State and federal regulations allow the central office to administer activities funded by a school allocation when it is better equipped to perform the project services.					

Actions to be Taken	win	Person(s) Responsible	Person(s) Proposed Expenditure(s				iture(s)	
to Reach This Goal	Timeline		Description	Туре	Funding Source	Amount		
Centralized Services Provided: Bilingual Assessment			Position 256TESTS04 - 38.224% of 90% of salary	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	15507.00		
			Position 256SUPEL01 - 9.766% of 39% of salary	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	2663.00		
			The percentage is based on the number of English learner students at the site.					

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SUBJECT: Centralized Services for Planned Improvements in Student Performance in					
SCHOOL GOAL #2:					

Actions to be Taken	w	Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount

SUBJECT: Centralized Services for Planned Improvements in Student Performance in					
SCHOOL GOAL #3:					

Actions to be Taken	** "	Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount

SUBJECT: Centralized Services for Planned Improvements in Student Performance in					
CHOOL GOAL #4:					

Actions to be Taken	"	Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount

SUBJECT: Centralized Services for Planned Improvements in Student Performance in					
SCHOOL GOAL #5:					

Actions to be Taken	w	Person(s)	Proposed Expenditure(s)			
to Reach This Goal	Timeline	Responsible	Description	Туре	Funding Source	Amount

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF-ED	27,580.00
2000-2999: Classified Personnel Salaries	LCFF-ED	76,253.00
4000-4999: Books And Supplies	LCFF-ED	21,941.00
5000-5999: Services And Other Operating	LCFF-ED	105,904.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	15,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	20,000.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	176,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	49,000.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	141,000.00
5000-5999: Services And Other Operating	Title I Part A: Targeted Assistance Program	104,591.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-ED	231,678.00
Title I Part A: Parent Involvement	35,000.00
Title I Part A: Professional Development (PI Schools)	30,000.00
Title I Part A: Targeted Assistance Program	470,591.00

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	203,580.00
2000-2999: Classified Personnel Salaries	140,253.00
4000-4999: Books And Supplies	182,941.00
5000-5999: Services And Other Operating Expenditures	240,495.00

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	695,434.00
Goal 2	30,761.00
Goal 3	30,742.00
Goal 4	10,332.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michelle Estrada	[X]	[]	[]	[]	[]
Rosenna Flynn	[]	[]	[]	[X]	[]
Paulette Trujillo	[]	[]	[]	[X]	[]
Terry Maxwell	[]	[X]	[]	[]	[]
Jamison Jaques	[]	[X]	[]	[]	[]
Carter Gray	[]	[]	[]	[]	[X]
Michael Everett	[]	[]	[X]	[]	[]
Pat Edwards	[]	[]	[]	[X]	[]
Stephanie Polmounter	[]	[X]	[]	[]	[]
Wendy Cardona	[]	[]	[]	[X]	[]
Daniel Flores	[]	[]	[]	[]	[X]
Leydy Ramos	[]	[]	[]	[]	[X]
Martin Villegas	[]	[]	[]	[]	[X]
Samantha Chaffin	[]	[]	[]	[X]	[]
Stephanie Seitz	[]	[X]	[]	[]	[]
Jeremy Topete	[]	[X]	[]	[]	[]
Randy Lockie	[]	[X]	[]	[]	[]
Stephanie Seitz	[]	[X]	[]	[]	[]
Numbers of members of each category:	1	7	1	5	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3.		sought and considered all reconat apply):	mmendations from the following groups or co	ommittees before adopting this plan (Check
	[]	State Compensatory Education	n Advisory Committee	
		Facilità I annon Advison Com		Signature
	[]	English Learner Advisory Com	mittee	Signature
	[]	Special Education Advisory Co	mmittee	
	[]	Gifted and Talented Education	n Program Advisory Committee	Signature
		onted and Talented Education	Triogram Advisory Committee	Signature
	[]	District/School Liaison Team fo	or schools in Program Improvement	
				Signature
	[]	Compensatory Education Advi	sory Committee	Signature
	[]	Departmental Advisory Comm	nittee (secondary)	
				Signature
	[]	Other committees established	by the school or district (list):	Signature
				Signature
4.			ments for school plans of programs included those found in district governing board polici	
5.		_	alysis of student academic performance. Th ach stated school goals to improve student ac	
6.	This SPS	A was adopted by the SSC at a p	public meeting on .	
Att	ested:			
Mi	chelle Est	rada		
	Тур	ed Name of School Principal	Signature of School Principal	Date
т.	NA-C			
10	ny McGuy Typ	ed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

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12/15/14



APPENDIX

Appendices:

- A. Timeline of self-study process
- B. Results of student questionnaire/interviews
- C. Results of parent/community questionnaire/interviews
- D. Master schedule
- E. Additional details of school programs, e.g., online instruction, college/career, academies, IB, AVID
- F. School Quality Snapshot (see cde.ca.gov)
- G. School accountability report card (SARC)
- H. CBEDS school information form
- I. Graduation requirements
- J. Any pertinent additional data (or have it on exhibit during the visit)
- K. Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement
- L. Glossary of terms unique to the school.



Hesperia High School

Re	equiar Schedule - N	<u>VF</u>
First Bell	7:28 AM	
Period 1	7:34 - 8:31	(57 min.)
Period 2	8:37 - 9:34	(57 min.)
Break	9:34 - 9:44	(10 min)
Period 3	9:50 - 10:49	(59 min.)
Period 4	10:55 - 11:51	(56 min.)
Lunch	11:51 - 12:21	(30 min.)
Period 5	12:27 - 1:23	(56 min.)
Period 6	1:29 - 2:25	(56 min.)

2014-2015 Bell Schedules

Club	Fair/Pep-rally Sch	<u>edule</u>
First Bell	7:28 AM	
Period 1	7:34 - 8:28	(54 min.)
Period 2	8:34 - 9:28	(54 min.)
Period 3	9:34 - 10:28	(54 min.)
Period 4	10:34 - 11:27	(53 min)
Lunch/Rally	11:27 - 12:27	(60 min)
Period 5	12:33 - 1:26	(53 min)
Period 6	1.32 - 2.25	(53 min)

Requ	lar Schedule - T/Th	I SSR
First Bell	7:28 AM	
Period 1	7:34 - 8:28	(54 min.)
Period 2	8:34 - 9:28	(54 min.)
Break	9:28 - 9:38	(10 min.)
Period 3	9:44 - 10:54	(15/55 min.)
Period 4	11:00 - 11:54	(54 min.)
Lunch	11:54 - 12:24	(30 min.)
Period 5	12:30 - 1:24	(54 min.)
Period 6	1:30 - 2:25	(55 min.)

<u>M.</u>	nimum Day Sched	<u>ıle</u>
First Bell	7:28 AM	
Period 1	7:34 - 8:10	(36 min.)
Period 2	8:16 - 8:52	(36 min.)
Period 3	8:58 - 9:38	(40 min.)
Period 4	9:44 - 10:20	(36 min.)
Period 5	10:26 - 11:02	(36 min.)
Period 6	11:08 - 11:44	(36 min.)
Lunch	11:44 - 12:14	(30 min.)

Late St	tart Wednesday w/o	Break .
First Bell	8:14 AM	
Period 1	8:20 - 9:11	(51 min.)
Period 2	9:17 - 10:07	(50 min.)
Period 3	10:13 - 11:07	(54 min.)
Period 4	11:13 - 12:03	(50 min.)
Lunch	12:03 - 12:33	(30 min.)
Period 5	12:39 - 1:29	(50 min.)
Period 6	1:35 - 2:25	(50 min.)

Teacher	Room/Ext	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Aguilera, N.	E-2 / 4001	Physics AP I	Physics	Physics AP I	Conference	Chemistry	Physics
Anderson, R.	N-26 / 4055	Math Analysis	AVID III	Conference	Algebra II	Algebra II	Algebra II
Atkins, A.	C-7 / P-21 / 3984	Constl	Const I/II	English IV	English IV	Conference	Const Intro/1
Bakas, P	S-10 / 4119	Life Science	Intro Phys Sci N-28	Intro Phys Sci	Conference	Life Science	Intro Phys Sci
Barnes, S.	N-6 / 4035	English II	AVID II	AVID II	English II	English II	Conference
Bliss, L	P-24-25 / 4090	English IV	English IV	Beg Drama	Beg Drama	Adv Drama	Conference
Bostock, D.	E-8-9 / 4007	English I	Adv Journalism	Conference	Beg Journalism	Yearbook/Journ	Yearbook/Journ
Boyd, T.	W-4 / 4154	Human Biology	Biology	Human Biology	Biology	Human Biology	Conference
Brooksher, T.	N-8 / 4037	Amer Sign Lang	Conference	Amer Sign Lang	Amer Sign Lang	Amer Sign Lang	Amer Sign Lang
Buenrostro, I	C-2/3981	Artı	Conference	Artı	Art I	Artl	Artl
Campbell, J.	C-1/3980	Arti	Art	Artl	AP Studio Art Drawing	AP Studio Art Drawing	Conference
Carlson, E.	N-28 / 4057	Conference	Intro Phys Sci	AVIDI	AVIDI	Intro Phys Sci	Intro Phys Sci
Carlson, J.	5-9 / 4118	English II	Reading C	Reading C	Conference	English II	English II
Cooper, J.	N-21 / 4050	English III	English III	Conference	English IV	English III	English III
Cox, M.	N-10 / 4039	Conference	US History	US History	US History	World Hist/Geo/Cul	World Hist/Geo/Cul
Crestin, G.	P-16 / 4082	French I	Spanish I	Conference	Spanish I	Spanish I	Spanish I
Daniel, R.	W-14 / 4164	Algebra I	Algebra I	Algebra I	Conference	Algebra I	Algebra I
Diaz, V.	W-18 / 4168	World Hist/Geo/Cul	World Hist/Geo/Cul	World History H	Conference	World History H	World Hist/Geo/Cul
D'Oyen, J.	E-10 / 4008	Life Science	Science (9-10)	Life Science	Gen Art	Conference	Science (11-12)
Edwards, M.	C-6 / 3983	Sculpture I	Conference	Sculpture I	Sculpture I	Adv Sculpture II	Sculpture I
Evans, J.	E-1 / 4000	Biology	Biology	Biology	Biology	Conference	Biology
Foreman, S.	5-8 / 4117	Collab w/Eng I/II	Conference	Reading	Reading	Collab w/Eng I/II	Collab w/Eng I/II
Garcia, F.	W-15 / 4165	Geometry	Algebra I	Algebra I	Geometry	Algebra I	Conference
Gentilucci, K.	5-23 / 4132	English III Exp	English III	English III Exp	English III	Conference	English III Exp
Graley, A.	B-2/3976	Treble Choir	Concert Choir	Concert Choir	Conference	Link Crew	Vocal Ensemble
Gray, T.	E-12 / 4010	Life Skils	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills
Guillen, V.	E-6 / 4005	ROP Manicure	ROP Manicure	ROP Manicure	ROP Manicure		
Hernandez, L.	P-9 / 4077	Conference	Heritage Span II	Spanish Lit V AP	Heritage Span I	Heritage Span II	Heritage Span I
Heywood, M.	S-20 / 4129	Conference	English IV	Creative Writing	English IV Exp	English IV	English IV
Hobson, J.	N-9 / 4038	English I	English I	English III	Conference	English III	English III
Hoegerman, J.	W-3 / 4153	Anat/Phys	Anat/Phys	Conference	Anat/Phys	Biology	Biology
Howard, B.	P-12 / 4080	Spanish II	Spanish II	Spanish III	Spanish II	Conference	Spanish II
Hughes, B.	W-12 / 4162	Conference	ROP Fun Law Enf	ROP Fun Law Enf	ROP Adv Law Enf		
Hunter, L.	S-12 / 4121	World History	World History W-18	World History	Conference	US History	US History
Jadnes, J.	5-26 / 4135	Economics	Economics	Conference	Economics	Economics	Macro Economics AP
Kassabaum, G.	S-17 / 4126	English I H	English I H	Conference	English Lit IV AP	English Lit IV AP	Reading Enrichment
Kopp, T.	5-5 / 4114	Amer Gov	Amer Gov	US History N-10	US History N-10	World History N-10	Conference

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Lockie, R.	C-3-4 / 3982	ASE Auto I	ASE Auto I	Adv STEM/Robotics	ASE Auto II	ASE Auto II	ROP Auto/Eng Perf
Lugo, S.	Gym / 4121	Freshman PE	Freshman PE	Freshman PE	Freshman PE	Conference	Freshman PE
Lynch, B.	5-25 / 4134	Algebra II	Algebra II	Math Analysis	Conference	Stats AP	Algebra II
Macdonald, R.	S-29 / 4139	World History H	World History H	Conference	US History	US History	US History
Martinez, C.	W-5 / 4155	Anat/Phys	Anat/Phys	Anat/Phys	AVID	Conference	Biology
Martinez, G.	E-7 / 4006	ROP Web Design	ROP Web Design	ROP Digital Design	ROP Digital Design	ROP Digital Design	ROP Digital Design
Maxwell, T.	S-15 / 4124	Eng IV Exp	Eng IV Exp	Eng III AP	Conference	Eng III AP	Eng III AP
McNair, M.	W-17 / 4167	General Eng I	Conference	English I H	English I H	English I H	English I H
Mikkelson, R	W-13 / 4163	Chemistry	Conference	Chemistry	Chemistry	Biology	Biology
Montgomery, T.	Gym / 4104	Sports Conditioning	Sports Conditioning	Sports Conditioning	Sports Conditioning	Freshman PE	Conference
Moore, C	N-11 / 4040	Conference	English II	English II H	English II H	English II H	English II H
Narviaz-Ward, M.	S-2 / 4111	English/Reading	VPA/Reading	VPA/Eng/Read/SS	SS/Eng/Collab PE	Collab PE/SS/VPA	Vocations/Reading
Neel, L.	S-16 / 4125	Conference	English III	English III	English II	English IV	English IV
OPEN	E-11 / 4003	Conference	ROP Rest Occup	ROP Rest Occup	ROP Rest Occup	ROP Rest Occup	ROP Rest Occup
Overduin, C.	W-10 / 4160	Biology	Biology	Biology	Intro Phys Sci	Biology	Conference
Padilla, M.	S-24 / 4133	Conference	English I / Reading	English I / Reading	Peer Asst	English I	English I
Padilla, P.	S-22/P-10/4131	Finite Math	Geometry	Conference	WASC	AVID IV	Geometry
Perez, K.	S-4 / 4113	Conference	Algebra/I	Math/Prac Geo/Alg	Algebra/I	Math/Prac Geo/Alg	Applied Math
Pineda, G.	N-25 / 4054	US History AP	US History AP	US History	US History AP	US History AP	Conference
Polmounter, S	N-24 / 4053	Algebra I	Algebra I	Conference	Algebra I	Algebra II	Geometry
Portanova, S.	B-1/3978	Jazz Ensemble	Piano	String Orchestra	Wind Ensemble	Conference	Concert/Flag/Dr Tm/Ax
Puckett, J.	5-28 / 4137	English II	Eng III S-23	Eng I S-7	English I	Conference	English II
Rivera, J.	W-1-2 / 4151	ROP Intro Nursing	ROP Intro Nursing	ROP Medical Core I	Conference	ROP Medical Core I	ROP Medical Core I
Robinson, K.	W-6 / 4156	Algebra I	Practical Geometry	Algebra I	Practical Geometry	Conference	Algebra I
Rodriguez, M.	W-8 / 4158	Geometry	Geometry	Geometry	Conference	Geometry	Geometry
Rule, P.	S-1 / 4110	Ma/Prac Geo/Alg/Sci	Ma/Prac Geo/Alg/Sci	Collab PE	Science	Science	Ma/Prac Geo/Alg/Coll PE
Rummler, M.	S-31 / 4140	Amer Gov	Amer Gov	Economics	Amer Gov	Amer Gov	US Gov AP/Pol
Rummler, S.	W-16 / 4166	AVID III	Conference	Euro History AP	Psychology AP	Euro History AP	Psychology
Salas, C.	N-12/W-9 / 4159 CAH	CAHSEE Prep/Gen Elec	Algebra II	Algebra II	Algebra II	Conference	CAHSEE Prep/Gen Elec
Salmon, E.	P-11 / 4079	French II	French III/IV	French I	French I	Conference	French II
Scearce, M.	P-7 / 4075	Heritage Span I	Spanish IV AP	Heritage Span I	ELD I/II	ELD III	Conference
Seitz, S.	S-14 / 4123	Study Skills	Gen English	SS/Reading	Conference	SS/Reading	Gen English
Simonian, R.	N-7 / 4036	World Hist/Geo/Cul	World Hist/Geo/Cul	World Hist/Geo/Cul	World Hist/Geo/Cul	World Hist/Geo/Cul	Conference
Smith, M.	N-19-20 / 4049	US History	Broadcast Journ	Broadcast Journ	WASC	US History	Conference
Stephan, E.	N-23 / 4052	Conferecne	English II	English II	English II	English II	English II
Surina, M.	S-7 / 4116	Reading	Conference	English I	English I	Gen English I	Gen English I
Tang, C.	S-21 / 4130	Conference	Algebra I W-15	Algebra W-15	Practical Geometry	Practical Geometry	Practical Geometry

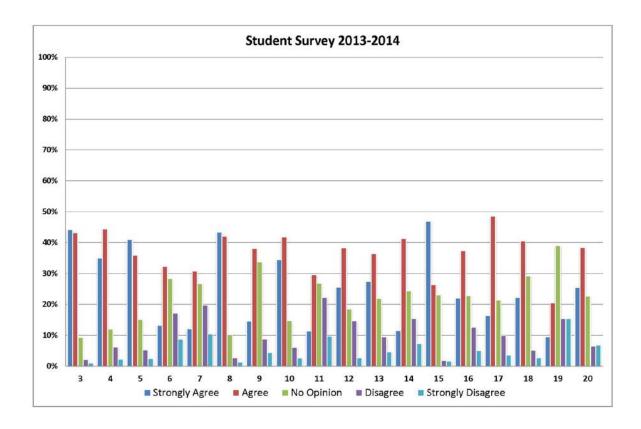
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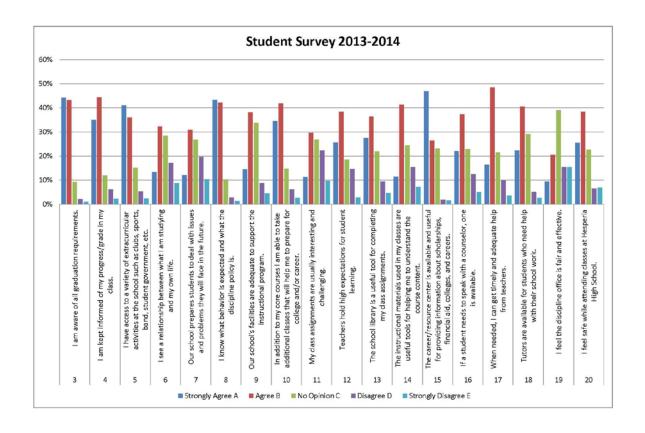
N 20 / 405	ľ	Chamistry	Conference	Chamistry	Chamictay	Chomistry
/ 412	4	Conterence	Physical Science	Physical Science	Eng II N-23	Eng II N-23
S-11 / 4120) English l	Conference	Physical Science	Physical Science	Eng II N-23	Eng II N-23
100,10	ľ	- and a second	40000		- mary and	
N-30 / 4059	Chemistry AP	Chemistry	Conference	Chemistry	Chemistry	Chemistry
30 / 405	_	Chemistry	Conterence	Chemistry	Chemistry	Chemistry
201	+	CICCIII CI	2000	Siccion 3		A DOLLARIO
D-3 / 3992	TUESDAYS ONLY	Work Experience	Periods 1.2.5.6.7			
100	Т	ı	101010100000			
W-11 / 4161	1					
W-20 / 4170						

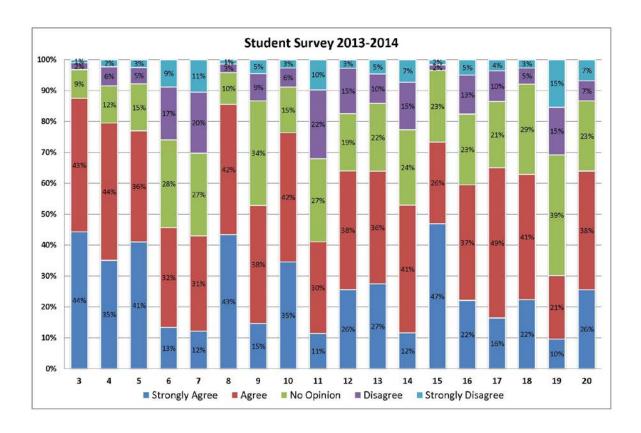
		9	10	11	12		Total Responses	Average Responses	Difference
1	What is your grade level?	456	421	350	110	1	1338	1559.85	-221.85
_	Triacio Jour Brade ieren	Male	Female	330	AAV		2000	2000.00	LLLIO
2	What is your gender?	749	777	5	5	2	1538	1559.85	-21.85
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree			
		A	В	С	D	E			
3	I am aware of all graduation requirements.	683	667	144	34	16	1544	1559.85	-15.85
4	I am kept informed of my progress/grade in my class.	548	695	188	97	36	1564	1559.85	4.15
5	I have access to a variety of extracurricular activities at the school such as clubs, sports, band, student government, etc.	621	545	230	81	38	1515	1559.85	-44.85
6	I see a relationship between what I am studying and my own life.	211	511	449	271	140	1582	1559.85	22.15
7	Our school prepares students to deal with issues and problems they will face in the future.	188	479	415	307	163	1552	1559.85	-7.85
8	I know what behavior is expected and what the discipline policy is.	678	659	161	43	22	1563	1559.85	3.15
9	Our school's facilities are adequate to support the instructional program.	238	622	550	144	74	1628	1559.85	68.15
10	In addition to my core courses I am able to take additional classes that will help me to prepare for college and/or career.	536	650	229	96	42	1553	1559.85	-6.85
11	My class assignments are usually interesting and challenging.	185	483	438	364	159	1629	1559.85	69.15
12	Teachers hold high expectations for student learning.	460	690	334	264	50	1798	1559.85	238.15
13	The school library is a useful tool for completing my class assignments.	424	562	339	147	72	1544	1559.85	-15.85
14	The instructional materials used in my classes are useful tools for helping me to understand the course content.	190	680	401	253	120	1644	1559.85	84.15
15	The career/resource center is available and useful for providing information about scholarships, financial aid, colleges, and careers.	727	410	359	28	26	1550	1559.85	-9.85
16	If a student needs to speak with a counselor, one is available.	343	581	355	196	78	1553	1559.85	-6.85
17	When needed, I can get timely and adequate help from teachers.	262	776	343	158	58	1597	1559.85	37.15
18	Tutors are available for students who need help with their school work.	335	609	438	78	41	1501	1559.85	-58.85
19	I feel the discipline office is fair and effective.	145	312	593	234	234	1518	1559.85	-41.85
	I feel safe while attending classes at Hesperia High School.	379	571	337	97	102	1486	1559.85	-73.85

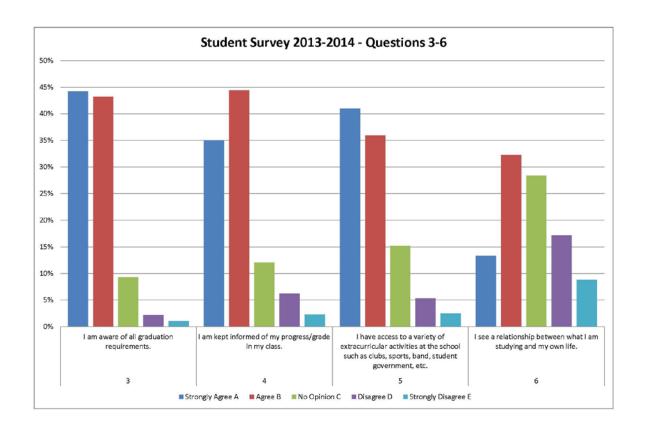
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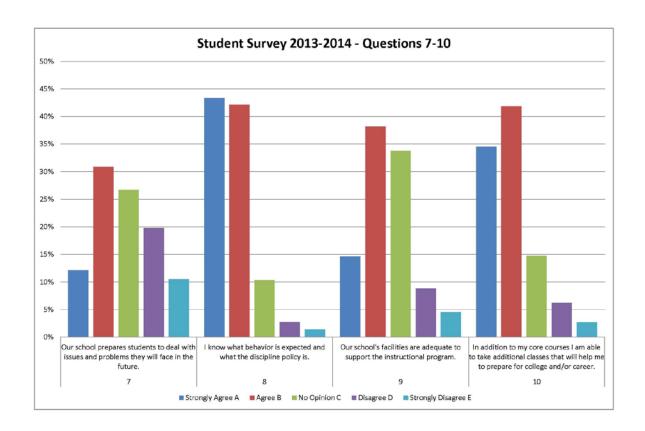
1	What is your grade level?		10	11	12	
•			31%	26%	8%	0%
_	What is your and and		Female			
2	What is your gender?	49%	51%	0%	0%	0%
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		A	В	С	D	E
3	I am aware of all graduation requirements.	44%	43%	9%	2%	1%
4	I am kept informed of my progress/grade in my class.	35%	44%	12%	6%	2%
5	I have access to a variety of extracurricular activities at the school such as clubs, sports, band, student government, etc.	41%	36%	15%	5%	3%
6	I see a relationship between what I am studying and my own life.	13%	32%	28%	17%	9%
7	Our school prepares students to deal with issues and problems they will face in the future.	12%	31%	27%	20%	11%
8	I know what behavior is expected and what the discipline policy is.	43%	42%	10%	3%	1%
9	Our school's facilities are adequate to support the instructional program.	15%	38%	34%	9%	5%
10	In addition to my core courses I am able to take additional classes that will help me to prepare for college and/or career.	35%	42%	15%	6%	3%
11	My class assignments are usually interesting and challenging.	11%	30%	27%	22%	10%
12	Teachers hold high expectations for student learning.	26%	38%	19%	15%	3%
13	The school library is a useful tool for completing my class assignments.	27%	36%	22%	10%	5%
14	The instructional materials used in my classes are useful tools for helping me to understand the course content.	12%	41%	24%	15%	7%
15	The career/resource center is available and useful for providing information about scholarships, financial aid, colleges, and careers.	47%	26%	23%	2%	2%
16	If a student needs to speak with a counselor, one is available.	22%	37%	23%	13%	5%
17	When needed, I can get timely and adequate help from teachers.	16%	49%	21%	10%	4%
18	Tutors are available for students who need help with their school work.	22%	41%	29%	5%	3%
19	I feel the discipline office is fair and effective.	10%	21%	39%	15%	15%
20	I feel safe while attending classes at Hesperia High School.	26%	38%	23%	7%	7%

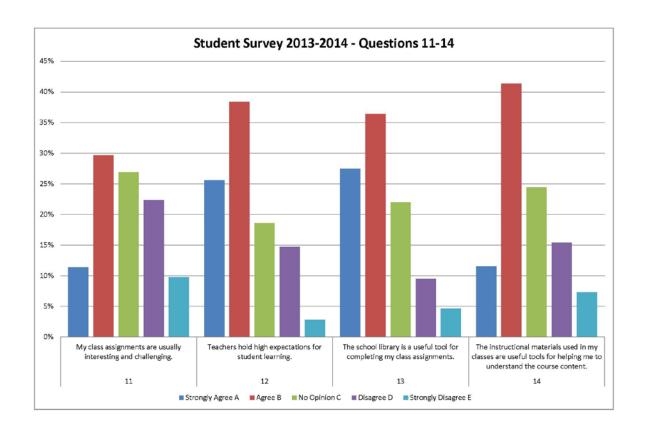


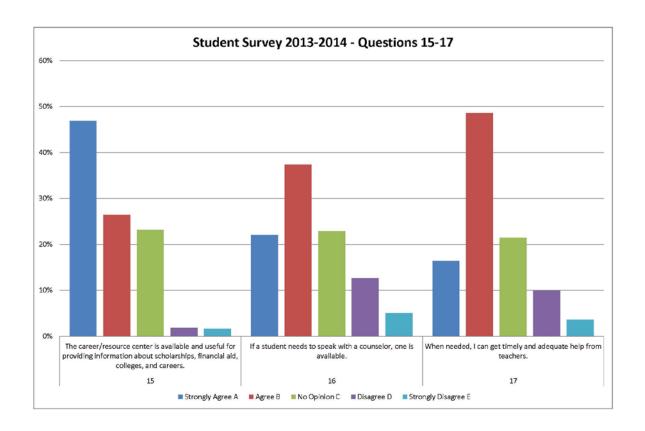


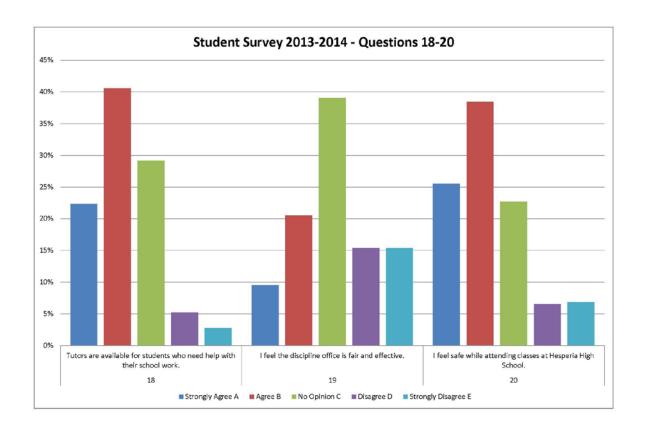




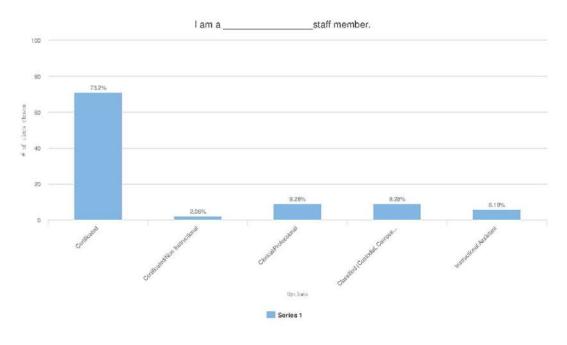


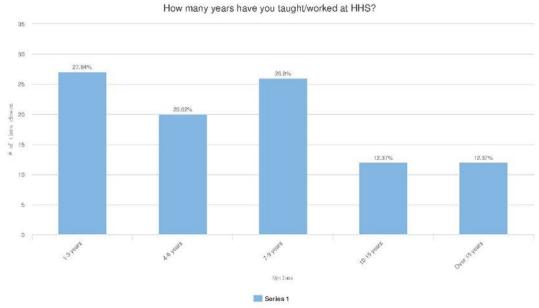


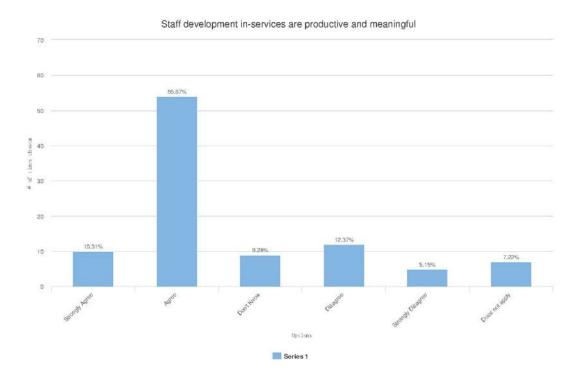


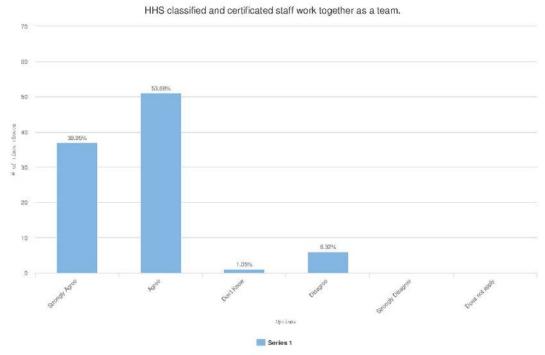


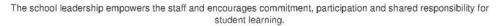
Staff Survey

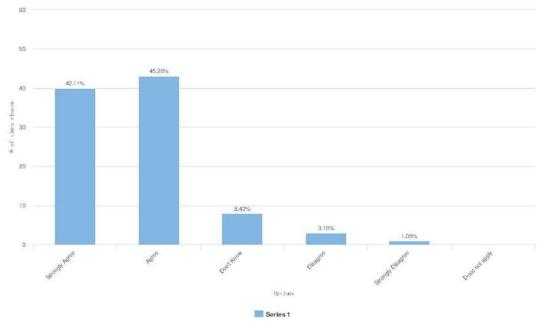




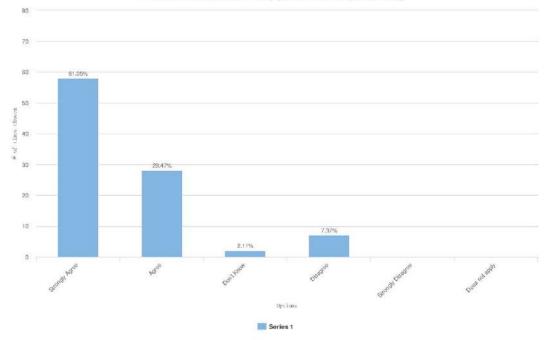


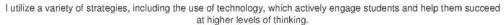


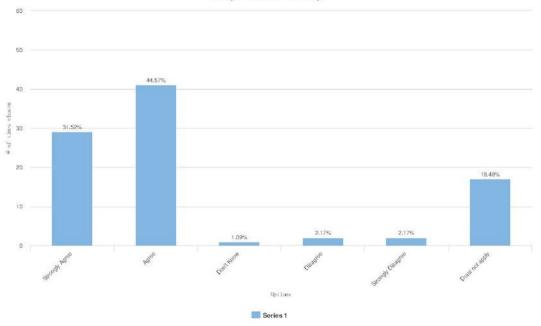




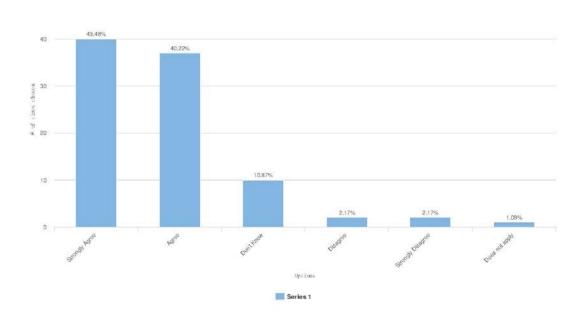
The school is a safe and orderly place, which nurtures learning.

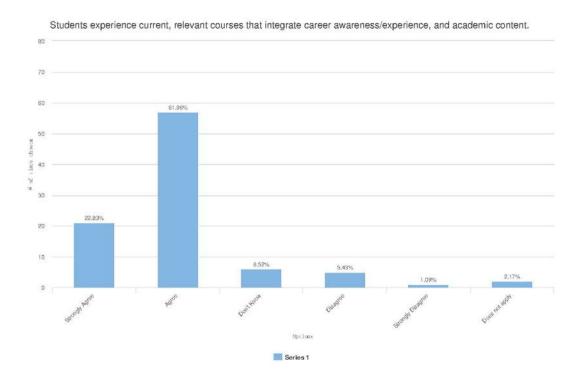


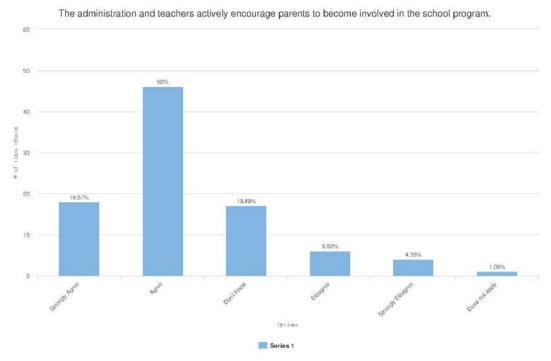


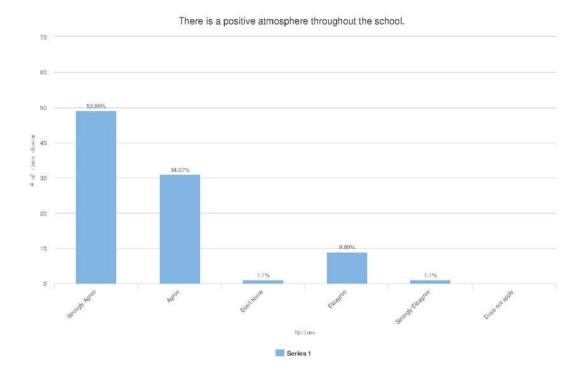


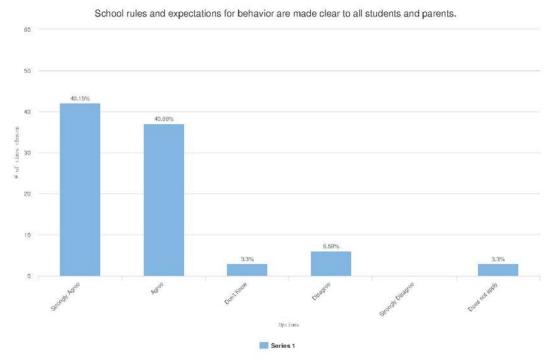
The counseling and career departments provide comprehensive programs to inform students/parents about scholarships, financial aid, colleges, career options, college entry exams, and peer conflict resolution.

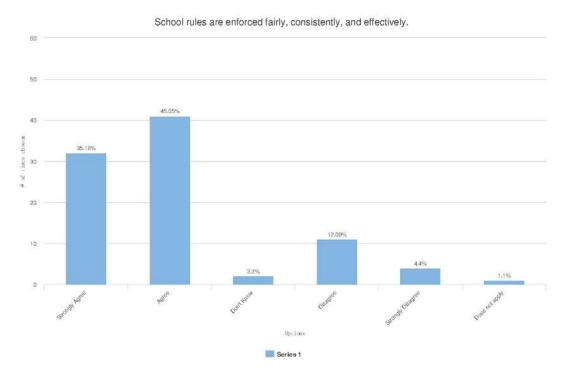


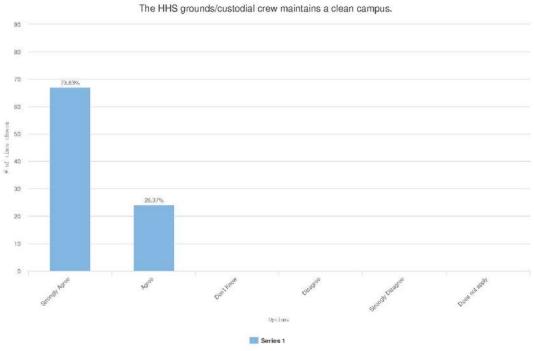


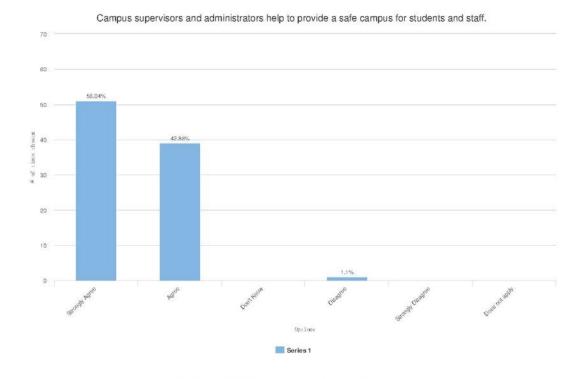


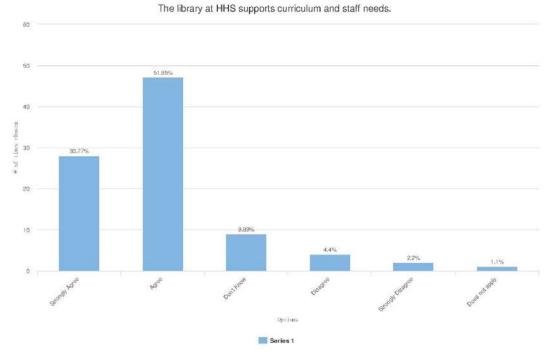


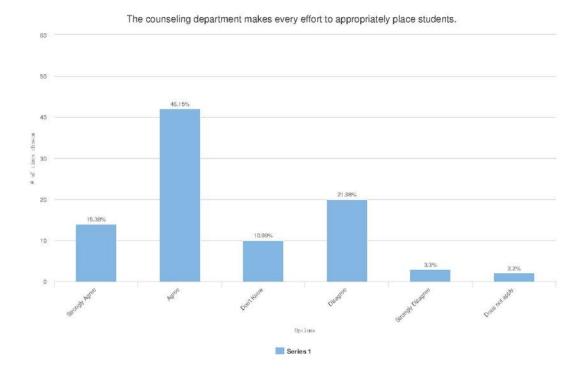


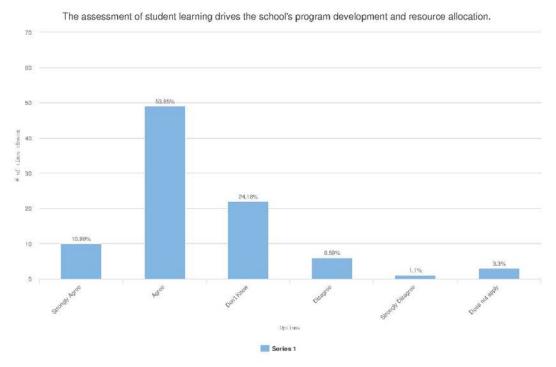


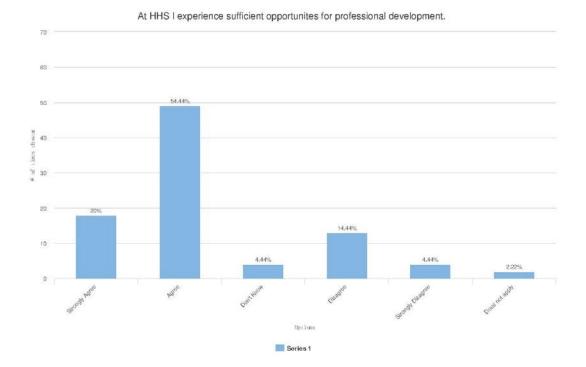


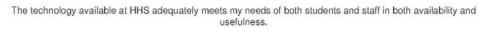


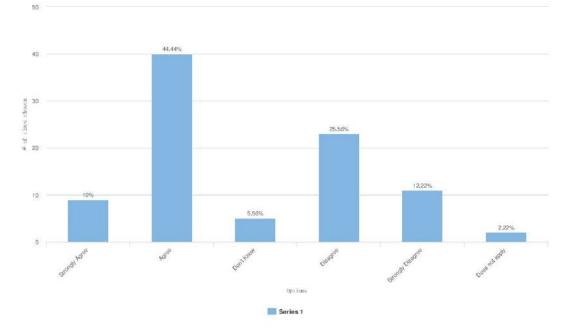


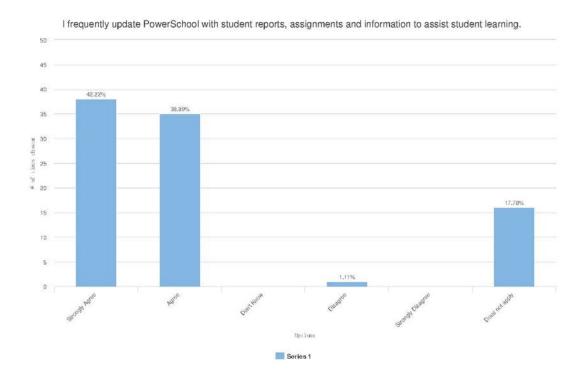


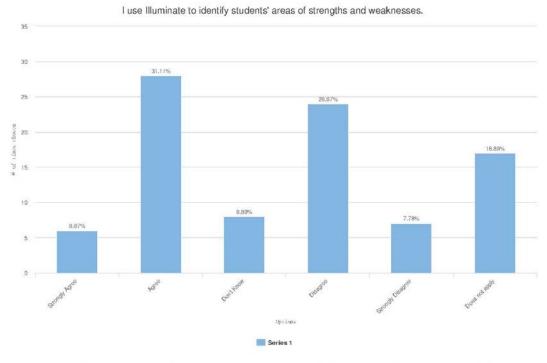












Revision History of Chapter 4 Section E:

DECEMBER 17, 5:31 PM Phillip Padilla **DECEMBER** 17, 3:56 PM Phillip Padilla **DECEMBER** 16, 12:16 PM Michelle Estrada DECEMBER 16, 6:20 AM Phillip Padilla **DECEMBER** 15, 9:07 PM Phillip Padilla **DECEMBER** 15. 6:41 PM Phillip Padilla **DECEMBER** 5, 12:26 PM Phillip Padilla DECEMBER 5 11:35 AM Phillip Padilla **DECEMBER** 4, 10:07 PM Phillip Padilla DECEMBER 4, 4:42 PM Phillip Padilla **DECEMBER** 4, 11:17 AM Phillip Padilla **DECEMBER** 3. 10:33 AM Phillin Padilla **NOVEMBER** 27, 8:38 AM Phillip Padilla NOVEMBER 21. 2:59 PM Michelle Estrada **NOVEMBER** 21, 11:20 AM Phillip Padilla NOVEMBER 20, 1:09 PM J Cooper NOVEMBER 5. 8:03 AM Teresa Brookshei NOVEMBER 5, 8:02 AM Misha Padilla NOVEMBER 5, 8:02 AM Amanda Graley Misha Padilla NOVEMBER 5, 8:00 AM Misha Padilla NOVEMBER 5, 7:59 AM Isaim Buenrostro Misha Padilla NOVEMBER 5, 7:57 AM Isaim Buenrostro Amanda Graley Misha Padilla NOVEMBER 5, 7:55 AM Isaim Buenrostro Amanda Gralev NOVEMBER 5, 7:52 AM Isaim Buenrostro Amanda Gralev Misha Padilla NOVEMBER 5, 7:52 AM Isaim Buenrostro Amanda Graley NOVEMBER 5, 7:51 AM Teresa Brooksher Isaim Buenrostro Amanda Graley NOVEMBER 5, 7:51 AM Isaim Buenrostro Amanda Graley NOVEMBER 5, 7:45 AM Isaim Buenrostro NOVEMBER 5, 7:45 AM Isaim Buenrostro Misha Padilla NOVEMBER 5, 7:45 AM Isaim Buenrostro OCTOBER 29, 8:11 AM Michelle Rodriguez OCTOBER 29, 8:09 AM Maritza Montano Michelle Rodriguez OCTOBER 29, 8:08 AM Maritza Montano Michelle Rodriguez Isaim Buenrostro OCTOBER 29, 8:07 AM Maritza Montano Isaim Buenrostro OCTOBER 29, 8:03 AM

Maritza Montano Teresa Brooksher Isaim Buenrostro OCTOBER 29, 8:01 AM Maritza Montano Michelle Rodriguez Teresa Brooksher Isaim Buenrostro OCTOBER 29, 8:00 AM Maritza Montano Michelle Rodriguez Isaim Buenrostro OCTOBER 29, 8:00 AM Maritza Montano Michelle Rodriguez OCTOBER 29, 7:58 AM Michelle Rodriguez OCTOBER 29, 7:58 AM Michelle Rodriguez Teresa Brooksher OCTOBER 29, 7:57 AM Michelle Rodriguez **OCTOBER** 29, 7:57 AM Michelle Rodriguez Isaim Buenrostro OCTOBER 29, 7:57 AM Maritza Montano Isaim Buenrostro OCTOBER 29, 7:55 AM Maritza Montano OCTOBER 27, 1:13 PM Tammy Aguilera OCTOBER 27 10:36 AM Tammy Aguilera OCTOBER 27, 9:34 AM Tammy Aguilera OCTOBER 24, 3:24 PM **Brad Strehle** OCTOBER 15, 1:48 PM Tammy Aguilera OCTOBER 15, 10:14 AM Tammy Aguilera OCTOBER 8, 8:07 AM Isaim Buenrostro **OCTOBER** 8, 8:03 AM Teresa Brooksher Isaim Buenrostro OCTOBER 8, 7:57 AM J Cooper Isaim Buenrostro **OCTOBER** 8, 7:37 AM Isaim Buenrostro **SEPTEMBER** 29, 12:51 PM Maritza Montano Isaim Buenrostro **SEPTEMBER** 17, 11:46 AM Maritza Montano Isaim Buenrostro **SEPTEMBER** 3, 12:01 PM Isaim Buenrostro SEPTEMBER 3, 8:09 AM Maritza Montano SEPTEMBER 3, 8:07 AM Maritza Montano J Cooper SEPTEMBER 3, 8:06 AM Maritza Montano J Cooper Amanda Graley SEPTEMBER 3, 8:06 AM Maritza Montano Amanda Gralev SEPTEMBER 3, 8:05 AM Maritza Montano SEPTEMBER 3, 8:05 AM Maritza Montano Rod Macdonald SEPTEMBER 3, 8:04 AM Maritza Montano J Cooper Rod Macdonald

SEPTEMBER 3, 8:04 AM

SEPTEMBER 3, 8:03 AM

Maritza Montano

Rod Macdonald

Maritza Montano Rod Macdonald Misha Padilla SEPTEMBER 3, 8:03 AM Maritza Montano Rod Macdonald Amanda Gralev Misha Padilla SEPTEMBER 3, 8:03 AM Maritza Montano Rod Macdonald Misha Padilla SEPTEMBER 3, 8:02 AM Maritza Montano Rod Macdonald Mag McNair Misha Padilla SEPTEMBER 3, 8:01 AM Maritza Montano J Cooper Rod Macdonald Maq McNair Misha Padilla SEPTEMBER 3 8:01 AM Maritza Montano Rod Macdonald Maq McNair Misha Padilla SEPTEMBER 3, 8:01 AM Rod Macdonald Maq McNair Misha Padilla SEPTEMBER 3 8:01 AM Maq McNair Misha Padilla SEPTEMBER 3, 8:01 AM J Cooper Maq McNair . Misha Padilla SEPTEMBER 3, 8:00 AM J Cooper Mag McNair SEPTEMBER 3, 8:00 AM Maritza Montano J Cooper Mag McNair SEPTEMBER 3, 7:59 AM Maritza Montano Maq McNair SEPTEMBER 3, 7:58 AM Maritza Montano J Cooper Maq McNair SEPTEMBER 3, 7:57 AM Maritza Montano J Cooper SEPTEMBER 3, 7:56 AM Maritza Montano SEPTEMBER 3, 7:56 AM Maritza Montano Amanda Gralev SEPTEMBER 3, 7:56 AM Maritza Montano Mag McNair Amanda Gralev SEPTEMBER 3, 7:55 AM Maritza Montano Amanda Graley
SEPTEMBER 3, 7:51 AM Maritza Montano J Cooper Amanda Gralev SEPTEMBER 3, 7:50 AM Maritza Montano J Cooper **SEPTEMBER** 3, 7:49 AM Maritza Montano SEPTEMBER 3, 7:48 AM Maritza Montano

AUGUST 27, 8:11 AM Maritza Montano **AUGUST** 27, 8:10 AM Maritza Montano Kelli Robinson AUGUST 27, 8:08 AM Kelli Robinson AUGUST 27, 8:08 AM Kelli Robinson J Cooper **AUGUST** 27, 8:02 AM J Cooper **AUGUST** 27, 8:02 AM J Cooper Lvdia Neel AUGUST 27, 8:02 AM J Cooper AUGUST 27, 8:02 AM J Cooper Teresa Brooksher **AUGUST** 27, 8:01 AM J Cooper Teresa Brooksher Man McNair AUGUST 27, 8:01 AM J Cooper Teresa Brooksher **AUGUST 27. 7:59 AM** J Cooper Teresa Brooksher Amanda Graley **AUGUST 27, 7:59 AM** J Cooper Amanda Graley AUGUST 27, 7:59 AM J Cooper Maq McNair Amanda Graley AUGUST 27, 7:59 AM Maq McNair Amanda Gralev **AUGUST** 27, 7:58 AM Kelli Robinson Maq McNair Amanda Gralev AUGUST 27, 7:58 AM Mag McNair Amanda Graley **AUGUST** 27, 7:58 AM Teresa Brooksher Mag McNair Amanda Graley **AUGUST** 27, 7:58 AM Kelli Robinson Teresa Brookshei Maq McNair Amanda Gralev AUGUST 27, 7:57 AM Kelli Robinson Mag McNair Amanda Graley **AUGUST** 27, 7:56 AM Kelli Robinson Teresa Brookshei Maq McNair Amanda Gralev **AUGUST 27, 7:56 AM** Kelli Robinson Maq McNair Amanda Graley **AUGUST** 27, 7:56 AM Kelli Robinson Lvdia Neel Maq McNair Amanda Graley **AUGUST** 27, 7:56 AM Kelli Robinson Lydia Neel Amanda Graley **AUGUST** 27, 7:56 AM Kelli Robinson Amanda Gralev **AUGUST** 27, 7:56 AM

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AUGUST 27, 7:46 AM Amanda Graley Misha Padilla AUGUST 27, 7:45 AM Amanda Graley
AUGUST 26, 7:25 AM Isaim Buenrostro AUGUST 12, 12:24 PM Phillip Padilla AUGUST 12, 12:22 PM Mark Smith Phillip Padilla **AUGUST** 12, 12:18 PM Mark Smith AUGUST 12, 12:14 PM Mark Smith Phillip Padilla **AUGUST 12. 12:13 PM** Mark Smith Michelle Estrada AUGUST 12, 11:54 AM Mark Smith Phillip Padilla Michelle Estrada **AUGUST 12. 11:53 AM** Mark Smith Phillip Padilla AUGUST 12, 11:50 AM Phillip Padilla AUGUST 10, 12:23 PM J Cooper AUGUST 8, 10:16 AM J Cooper Misha Padilla **AUGUST** 8, 10:15 AM Maritza Montano J Cooper Misha Padilla **AUGUST** 8, 10:15 AM Maritza Montano

Misha Padilla **AUGUST** 8. 10:14 AM Maritza Montano Rod Macdonald Misha Padilla **AUGUST** 8, 10:14 AM Maritza Montano Misha Padilla **AUGUST** 8, 10:14 AM Maritza Montano Isaim Buenrostro Misha Padilla **AUGUST** 8, 10:13 AM Maritza Montano Isaim Buenrostro **AUGUST** 8, 10:12 AM Maritza Montano Isaim Buenrostro Man McNair **AUGUST** 8. 10:12 AM Maritza Montano Isaim Buenrostro **AUGUST** 8, 10:12 AM Maritza Montano Rod Macdonald Isaim Buenrostro **AUGUST** 8, 10:12 AM Maritza Montano Isaim Buenrostro **AUGUST** 8, 10:12 AM Maritza Montano Isaim Buenrostro Sergio Lugo AUGUST 8, 10:12 AM Maritza Montano Isaim Buenrostro **AUGUST** 8, 10:11 AM Maritza Montano J Cooper Isaim Buenrostro **AUGUST** 8, 10:11 AM Maritza Montano J Cooper Isaim Buenrostro Maq McNair AUGUST 8, 10:11 AM Maritza Montano J Cooper Isaim Buenrostro Mag McNair Misha Padilla AUGUST 8, 10:10 AM Maritza Montano J Cooper Isaim Buenrostro Misha Padilla **AUGUST** 8, 10:10 AM Maritza Montano J Cooper Misha Padilla AUGUST 8, 10:10 AM Maritza Montano J Cooper AUGUST 8, 10:10 AM Maritza Montano Rebecca Lesley J Cooper AUGUST 8, 10:09 AM Maritza Montano Rebecca Lesley J Cooper Amanda Gralev AUGUST 8, 10:09 AM Maritza Montano Rebecca Lesley J Cooper AUGUST 8, 10:09 AM Maritza Montano J Cooper **AUGUST** 8, 10:08 AM Maritza Montano J Cooper Misha Padilla **AUGUST** 8, 10:07 AM Maritza Montano

Kelli Robinson

Teresa Brooksher

Isaim Buenrostro

Maritza Montano

Maritza Montano

Jessica VanOverbeke

SEPTEMBER 3, 7:25 AM

SEPTEMBER 3, 7:16 AM

J Cooper Amanda Gralev **AUGUST** 8, 10:07 AM J Cooper Amanda Graley **AUGUST** 8, 10:06 AM I Cooper AUGUST 8, 10:06 AM J Cooper Teresa Brooksher **AUGUST 8, 10:06 AM** J Cooper AUGUST 8, 10:06 AM J Cooper Maq McNair AUGUST 8 10:06 AM Maq McNair **AUGUST** 8, 10:05 AM Maq McNair Misha Padilla **AUGUST** 8, 10:05 AM Rebecca Lesley Maq McNair Misha Padilla AUGUST 8, 10:05 AM Maq McNair Misha Padilla **AUGUST** 8, 10:05 AM Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 10:04 AM Maq McNair Amanda Graley **AUGUST** 8, 10:03 AM Amanda Graley **AUGUST** 8, 10:03 AM J Cooper AUGUST 8, 10:03 AM J Cooper Lydia Neel **AUGUST** 8, 10:03 AM J Cooper Lydia Neel Jeremy Topete **AUGUST** 8, 10:03 AM J Cooper Lydia Neel **AUGUST** 8, 10:02 AM J Cooper Lydia Neel . Amanda Graley **AUGUST** 8, 10:02 AM J Cooper Lydia Neel Maq McNair Amanda Graley **AUGUST** 8, 10:02 AM J Cooper Lydia Neel Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 10:02 AM J Cooper Lydia Neel Isaim Buenrostro Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 10:02 AM J Cooper Lvdia Neel Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 10:01 AM J Cooper Mag McNair Amanda Graley Misha Padilla

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Amanda Gralev

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Teresa Brooksher Carolyn Martinez Amanda Gralev **AUGUST** 8, 9:23 AM Rebecca Lesley Teresa Brooksher Amanda Gralev **AUGUST** 8, 9:23 AM Rebecca Lesley . Teresa Brooksher **AUGUST** 8, 9:23 AM Maritza Montano Rebecca Lesley Teresa Brooksher **AUGUST 8. 9:23 AM** Maritza Montano Rebecca Lesley **AUGUST** 8, 9:23 AM Maritza Montano Rebecca Lesley Carolyn Martinez AUGUST 8, 9:23 AM Maritza Montano Carolyn Martinez **AUGUST** 8, 9:22 AM Maritza Montano Carolyn Martinez Mag McNair **AUGUST** 8, 9:22 AM Maritza Montano Carolyn Martinez . Maq McNair Amanda Gralev **AUGUST** 8, 9:22 AM Maritza Montano Carolyn Martinez Lydia Neel Mag McNair Amanda Graley AUGUST 8, 9:21 AM Carolyn Martinez Lydia Neel Mag McNair Amanda Graley **AUGUST** 8, 9:21 AM Carolyn Martinez Lvdia Neel Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:21 AM Carolyn Martinez Lydia Neel Mag McNair Misha Padilla AUGUST 8, 9:20 AM J Cooper Carolyn Martinez Lydia Neel Mag McNair Misha Padilla **AUGUST** 8, 9:18 AM J Cooper Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:18 AM J Cooper Teresa Brooksher Carolyn Martinez Maq McNair Misha Padilla AUGUST 8 9:18 AM Maritza Montano J Cooper . Teresa Brooksher Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:18 AM J Cooper Teresa Brooksher Carolyn Martinez

Maq McNair

Misha Padilla

J Cooper

AUGUST 8 9:18 AM

Carolyn Martinez Maq McNair Misha Padilla AUGUST 8, 9:17 AM J Cooper Carolyn Martinez Lydia Neel Mag McNair Misha Padilla **AUGUST** 8, 9:17 AM J Cooper Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8, 9:17 AM J Cooper Carolyn Martinez Misha Padilla **AUGUST** 8, 9:17 AM Maritza Montano J Cooper Carolyn Martinez Misha Padilla **AUGUST** 8, 9:17 AM Maritza Montano J Cooper Michelle Rodriguez Carolyn Martinez Misha Padilla **AUGUST** 8, 9:17 AM J Cooper Michelle Rodriguez Carolyn Martinez Misha Padilla AUGUST 8, 9:17 AM J Cooper Carolyn Martinez Misha Padilla **AUGUST** 8, 9:17 AM Carolyn Martinez Misha Padilla **AUGUST** 8, 9:16 AM Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8, 9:16 AM Kelli Robinson Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:16 AM Kelli Robinson Michelle Rodriguez Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:16 AM Michelle Rodriguez Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:16 AM Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 9:15 AM Carolyn Martinez Maq McNair AUGUST 8, 9:15 AM Carolyn Martinez Maq McNair Amanda Graley **AUGUST** 8. 9:15 AM J Cooper Carolyn Martinez Maq McNair Amanda Gralev **AUGUST** 8. 9:14 AM J Cooper Carolyn Martinez Maq McNair AUGUST 8, 9:12 AM Carolyn Martinez Maq McNair

Maq McNair Amanda Gralev Misha Padilla **AUGUST** 8, 9:12 AM Kelli Robinson Carolyn Martinez Mag McNair Amanda Gralev Misha Padilla **AUGUST** 8, 9:12 AM Carolyn Martinez Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:12 AM Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8. 9:12 AM Carolyn Martinez Misha Padilla AUGUST 8, 9:12 AM J Cooper Carolyn Martinez Misha Padilla AUGUST 8, 9:12 AM J Cooper Teresa Brooksher Carolyn Martinez Misha Padilla AUGUST 8, 9:11 AM J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8. 9:11 AM J Cooper Teresa Brooksher Carolyn Martinez Misha Padilla **AUGUST** 8, 9:11 AM J Cooper Teresa Brooksher Carolyn Martinez Maq McNair Misha Padilla AUGUST 8, 9:11 AM Teresa Brooksher Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8, 9:11 AM Teresa Brooksher Carolyn Martinez Mag McNair AUGUST 8, 9:11 AM J Cooper Teresa Brooksher Carolyn Martinez Maq McNair **AUGUST** 8, 9:10 AM J Cooper Teresa Brooksher Carolyn Martinez **AUGUST** 8, 9:10 AM J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley **AUGUST** 8, 9:10 AM J Cooper Carolyn Martinez Amanda Gralev **AUGUST** 8, 9:10 AM J Cooper Carolyn Martinez Mag McNair Amanda Graley **AUGUST** 8, 9:10 AM J Cooper Carolyn Martinez Maq McNair **AUGUST** 8, 9:10 AM J Cooper Carolyn Martinez

Misha Padilla **AUGUST** 8, 9:09 AM Rebecca Lesley J Cooper Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8, 9:09 AM Rebecca Lesley J Cooper Teresa Brooksher Carolyn Martinez Maq McNair . Misha Padilla **AUGUST** 8, 9:09 AM Rebecca Lesley J Cooper . Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:09 AM J Cooper Teresa Brooksher Carolyn Martinez Maq McNair Amanda Gralev Misha Padilla **AUGUST** 8, 9:09 AM J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley Misha Padilla AUGUST 8, 9:09 AM J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley **AUGUST** 8, 9:08 AM J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:08 AM Rebecca Lesley J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:08 AM J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:08 AM J Cooper Rod Macdonald Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley **AUGUST** 8, 9:08 AM J Cooper Rod Macdonald Michelle Rodriguez Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley AUGUST 8, 9:08 AM Rod Macdonald

Michelle Rodriguez

Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley **AUGUST** 8, 9:08 AM Michelle Rodriguez Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley **AUGUST** 8, 9:08 AM Michelle Rodriguez Teresa Brooksher Carolyn Martinez Maq McNair Amanda Gralev Misha Padilla **AUGUST** 8, 9:08 AM J Cooper Michelle Rodriguez Teresa Brooksher Carolyn Martinez Maq McNair Amanda Graley Misha Padilla AUGUST 8, 9:07 AM Michelle Rodriguez Teresa Brooksher Carolyn Martinez Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:07 AM Michelle Rodriguez Teresa Brooksher Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 9:07 AM Michelle Rodriguez Teresa Brooksher Mag McNair Misha Padilla **AUGUST** 8, 9:07 AM Michelle Rodriguez Teresa Brooksher Mag McNair AUGUST 8, 9:06 AM Teresa Brooksher Maq McNair **AUGUST** 8, 9:06 AM Teresa Brookshe **AUGUST** 8, 9:06 AM J Cooper Teresa Brooksher AUGUST 8, 9:06 AM J Cooper Teresa Brooksher Lydia Neel **AUGUST** 8, 9:06 AM J Cooper Rod Macdonald Teresa Brooksher Lydia Neel AUGUST 8, 9:06 AM J Cooper Teresa Brooksher Lydia Neel AUGUST 8, 9:06 AM J Cooper Teresa Brooksher Lydia Neel Sergio Lugo **AUGUST** 8, 9:06 AM J Cooper Teresa Brooksher Carolyn Martinez Lvdia Neel Sergio Lugo **AUGUST** 8, 9:06 AM J Cooper Carolyn Martinez Lvdia Neel Sergio Lugo **AUGUST** 8, 9:06 AM

J Cooper

Carolyn Martinez

Mag McNair

. Amanda Graley

Carolyn Martinez

AUGUST 8, 9:12 AM

Lydia Neel Mag McNair Sergio Lugo **AUGUST** 8, 9:05 AM J Cooper Rod Macdonald Carolyn Martinez Lvdia Neel Maq McNair Sergio Lugo **AUGUST** 8, 9:05 AM J Cooper Rod Macdonald Carolyn Martinez Maq McNair Sergio Lugo AUGUST 8, 9:05 AM J Cooper Rod Macdonald Mag McNair Sergio Lugo **AUGUST** 8, 9:05 AM J Cooper Rod Macdonald Mag McNair Amanda Graley Sergio Lugo **AUGUST** 8, 9:05 AM Rod Macdonald Mag McNair Amanda Graley Sergio Lugo **AUGUST** 8, 9:05 AM Mag McNair Amanda Graley Sergio Lugo **AUGUST** 8, 9:04 AM Teresa Brookshei Mag McNair Amanda Graley Sergio Lugo AUGUST 8, 9:04 AM Teresa Brooksher Maq McNair Amanda Graley Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM Teresa Brooksher Lydia Neel Mag McNair Amanda Graley Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM Teresa Brooksher Lydia Neel Mag McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM Lydia Neel Maq McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM J Cooper Lydia Neel Mag McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM Lydia Neel Mag McNair Sergio Lugo Misha Padilla AUGUST 8 9:03 AM Rod Macdonald Lydia Neel Maq McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:03 AM Rod Macdonald Maq McNair Sergio Lugo

Misha Padilla

AUGUST 8, 9:02 AM Rod Macdonald Teresa Brooksher Mag McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:02 AM J Cooper Rod Macdonald Teresa Brooksher Mag McNair Sergio Lugo Misha Padilla **AUGUST** 8, 9:02 AM J Cooper Rod Macdonald Teresa Brooksher Maq McNair Sergio Lugo **AUGUST** 8, 9:02 AM Rod Macdonald Teresa Brooksher Maq McNair Sergio Lugo AUGUST 8, 9:02 AM Rod Macdonald Mag McNair Sergio Lugo **AUGUST** 8, 9:02 AM J Cooper Rod Macdonald Maq McNair Sergio Lugo AUGUST 8, 9:02 AM J Cooper Rod Macdonald Sergio Lugo Misha Padilla **AUGUST** 8, 9:02 AM J Cooper Rod Macdonald Sergio Lugo
AUGUST 8, 9:02 AM J Cooper Rod Macdonald Amanda Graley Sergio Lugo AUGUST 8, 9:02 AM J Cooper Rod Macdonald Sergio Lugo AUGUST 8, 9:01 AM J Cooper Rod Macdonald Lydia Neel Sergio Lugo **AUGUST** 8, 9:01 AM J Cooper Rod Macdonald Lydia Neel Sergio Lugo Misha Padilla **AUGUST** 8, 9:01 AM J Cooper Rod Macdonald Lydia Neel Misha Padilla **AUGUST** 8, 9:01 AM J Cooper Rod Macdonald Misha Padilla **AUGUST** 8, 9:01 AM Maritza Montano J Cooper Rod Macdonald Misha Padilla AUGUST 8 9:01 AM Maritza Montano J Cooper Rod Macdonald **AUGUST** 8, 9:01 AM Maritza Montano J Cooper

Rod Macdonald

Maq McNair AUGUST 8, 9:01 AM

Maritza Montano

J Cooper Rod Macdonald **AUGUST** 8, 9:01 AM Maritza Montano J Cooper Rod Macdonald Amanda Gralev **AUGUST** 8, 9:01 AM Maritza Montano J Cooper Amanda Gralev **AUGUST** 8. 9:00 AM Maritza Montano J Cooper Amanda Graley Misha Padilla AUGUST 8, 9:00 AM Maritza Montano J Cooper Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:59 AM Maritza Montano J Cooper Maq McNair Amanda Graley **AUGUST** 8. 8:59 AM Maritza Montano J Cooper Amanda Graley **AUGUST** 8, 8:59 AM J Cooper Amanda Graley AUGUST 8, 8:59 AM J Cooper Carolyn Martinez Amanda Graley AUGUST 8, 8:59 AM Carolyn Martinez Amanda Graley **AUGUST** 8, 8:59 AM Rebecca Lesley Carolyn Martinez Amanda Graley **AUGUST** 8, 8:59 AM Rebecca Lesley Carolyn Martinez Mag McNair Amanda Graley **AUGUST** 8, 8:58 AM Rebecca Lesley Maq McNair Amanda Graley **AUGUST** 8, 8:58 AM Rebecca Lesley Carolyn Martinez Maq McNair Amanda Graley **AUGUST** 8, 8:57 AM Maritza Montano Rebecca Lesley Carolyn Martinez Mag McNair Amanda Graley AUGUST 8, 8:57 AM Maritza Montano Rebecca Lesley Mag McNair Amanda Graley **AUGUST** 8, 8:57 AM Maritza Montano Rehecca Lesley Maq McNair . Amanda Graley Misha Padilla AUGUST 8 8:57 AM Rebecca Lesley Maq McNair . Amanda Graley Misha Padilla AUGUST 8 8:56 AM Rebecca Leslev J Cooper

AUGUST 8, 8:56 AM Maritza Montano Rebecca Lesley J Cooper Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:56 AM Rebecca Lesley J Cooper Maq McNair Amanda Gralev Misha Padilla **AUGUST** 8, 8:56 AM Rebecca Lesley J Cooper Amanda Graley Misha Padilla **AUGUST** 8, 8:56 AM Rehecca Lesley J Cooper Michelle Rodriguez Amanda Graley Misha Padilla **AUGUST** 8, 8:56 AM Rebecca Lesley J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:56 AM Rebecca Lesley J Cooper Amanda Gralev **AUGUST** 8, 8:56 AM Rebecca Lesley J Cooper Lydia Neel Amanda Gralev **AUGUST** 8, 8:56 AM Maritza Montano Rebecca Lesley J Cooper Lydia Neel AUGUST 8, 8:56 AM Maritza Montano Rebecca Lesley Lvdia Neel Mag McNair **AUGUST** 8, 8:56 AM Maritza Montano Rebecca Lesley Kelli Robinson Lvdia Neel Maq McNair **AUGUST** 8, 8:55 AM Maritza Montano Kelli Robinson Lvdia Neel Mag McNair AUGUST 8, 8:55 AM Maritza Montano Kelli Robinson Maq McNair **AUGUST** 8, 8:55 AM Maritza Montano Kelli Robinson J Cooper Maq McNair AUGUST 8, 8:55 AM Maritza Montano J Cooper Maq McNair AUGUST 8, 8:55 AM Maritza Montano Maq McNair **AUGUST** 8, 8:55 AM Carolyn Martinez Mag McNair **AUGUST** 8, 8:55 AM Carolyn Martinez Maq McNair Misha Padilla **AUGUST** 8, 8:55 AM Carolyn Martinez Misha Padilla

Carolyn Martinez Misha Padilla AUGUST 8, 8:55 AM Rod Macdonald Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:55 AM Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:54 AM Michelle Rodriguez Carolyn Martinez Amanda Gralev Misha Padilla AUGUST 8, 8:54 AM Rebecca Lesley Michelle Rodriguez Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:54 AM Rebecca Lesley Carolyn Martinez Amanda Graley Misha Padilla AUGUST 8. 8:54 AM Rebecca Lesley J Cooper Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:54 AM Rebecca Lesley Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:54 AM Rebecca Lesley Amanda Graley Misha Padilla AUGUST 8, 8:54 AM Rebecca Lesley Teresa Brooksher Amanda Gralev Misha Padilla **AUGUST** 8, 8:53 AM Rebecca Lesley Teresa Brooksher Amanda Graley **AUGUST** 8, 8:53 AM Teresa Brooksher Amanda Graley **AUGUST** 8, 8:53 AM Teresa Brooksher Carolyn Martinez Amanda Graley **AUGUST** 8, 8:53 AM Teresa Brooksher Carolyn Martinez **AUGUST** 8, 8:53 AM Rebecca Lesley Teresa Brooksher Carolyn Martinez **AUGUST** 8, 8:52 AM Maritza Montano Rebecca Lesley Teresa Brooksher Carolyn Martinez **AUGUST** 8, 8:51 AM Maritza Montano Teresa Brooksher Carolyn Martinez **AUGUST** 8, 8:51 AM Maritza Montano Teresa Brooksher Carolyn Martinez Lydia Neel AUGUST 8, 8:51 AM Maritza Montano Carolyn Martinez Lvdia Neel AUGUST 8, 8:51 AM Maritza Montano Rehecca Lesley

Carolyn Martinez

Lydia Neel **AUGUST** 8, 8:51 AM Maritza Montano Carolyn Martinez Lydia Neel **AUGUST** 8, 8:51 AM Maritza Montano Carolyn Martinez Lydia Neel . Maq McNair **AUGUST** 8, 8:51 AM Maritza Montano Teresa Brooksher Carolyn Martinez Lydia Neel Man McNair AUGUST 8, 8:51 AM Maritza Montano Carolyn Martinez Lvdia Neel Mag McNair AUGUST 8, 8:51 AM Maritza Montano Carolyn Martinez Lvdia Neel Maq McNair Amanda Graley **AUGUST** 8, 8:51 AM Maritza Montano Carolyn Martinez Maq McNair Amanda Graley **AUGUST** 8, 8:51 AM Maritza Montano Carolyn Martinez Maq McNair **AUGUST** 8, 8:51 AM Maritza Montano Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 8:51 AM Maritza Montano Rod Macdonald Carolyn Martinez Mag McNair Misha Padilla AUGUST 8, 8:50 AM Maritza Montano J Cooper Rod Macdonald Carolyn Martinez Maq McNair Misha Padilla AUGUST 8, 8:50 AM Maritza Montano J Cooper Rod Macdonald Carolyn Martinez Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:50 AM Maritza Montano J Cooper Rod Macdonald Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:50 AM Maritza Montano Kelli Robinson J Cooper Rod Macdonald Maq McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:50 AM Maritza Montano Kelli Robinson Rod Macdonald Mag McNair Amanda Graley Misha Padilla AUGUST 8, 8:50 AM Maritza Montano Rebecca Lesley

AUGUST 8, 8:55 AM

Rod Macdonald

. Maq McNair

Misha Padilla

Amanda Gralev

Kelli Robinson Rod Macdonald Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:50 AM Maritza Montano Rebecca Lesley Rod Macdonald Maq McNair Amanda Gralev Misha Padilla AUGUST 8, 8:50 AM Maritza Montano Rod Macdonald Mag McNair Amanda Graley Misha Padilla **AUGUST** 8, 8:50 AM Maritza Montano Rod Macdonald Maq McNair Misha Padilla **AUGUST** 8, 8:49 AM Maritza Montano Kelli Robinson Rod Macdonald Maq McNair Misha Padilla **AUGUST** 8, 8:49 AM Maritza Montano Rod Macdonald Maq McNair Misha Padilla AUGUST 8, 8:49 AM Maritza Montano Rod Macdonald Lvdia Neel Mag McNair Misha Padilla **AUGUST** 8, 8:49 AM Maritza Montano Rod Macdonald Maq McNair Misha Padilla **AUGUST** 8, 8:49 AM Maritza Montano Rod Macdonald Mag McNair **AUGUST** 8, 8:49 AM Maritza Montano J Cooper Rod Macdonald Mag McNair **AUGUST** 8, 8:49 AM Maritza Montano Rebecca Lesley J Cooper Rod Macdonald Mag McNair AUGUST 8, 8:49 AM Maritza Montano Rebecca Lesley Rod Macdonald Mag McNair **AUGUST** 8, 8:49 AM Maritza Montano Rebecca Lesley Rod Macdonald Maq McNair Amanda Graley **AUGUST** 8, 8:49 AM Maritza Montano Rebecca Lesley Rod Macdonald Maq McNair AUGUST 8 8:49 AM Rebecca Lesley Rod Macdonald Mag McNair **AUGUST** 8, 8:49 AM Rehecca Lesley Kelli Robinson Rod Macdonald Maq McNair AUGUST 8 8:49 AM

Rod Macdonald Man McNair **AUGUST** 8, 8:48 AM Rebecca Lesley Rod Macdonald Carolyn Martinez Man McNair **AUGUST** 8, 8:48 AM Rebecca Lesley J Cooper Rod Macdonald Carolyn Martinez Maq McNair **AUGUST** 8, 8:48 AM J Cooper Rod Macdonald Carolyn Martinez Maq McNair **AUGUST** 8. 8:48 AM J Cooper Rod Macdonald Carolyn Martinez Maq McNair Amanda Gralev AUGUST 8, 8:48 AM J Cooper Rod Macdonald Carolyn Martinez Mag McNair AUGUST 8, 8:48 AM J Cooper Rod Macdonald Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 8:48 AM Rod Macdonald Carolyn Martinez Mag McNair Misha Padilla **AUGUST** 8, 8:47 AM Rod Macdonald Carolyn Martinez Misha Padilla **AUGUST** 8, 8:47 AM Rod Macdonald Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:47 AM Rod Macdonald Carolyn Martinez Misha Padilla **AUGUST** 8, 8:47 AM Kelli Robinson Rod Macdonald Carolyn Martinez Misha Padilla **AUGUST** 8, 8:47 AM Kelli Robinson Carolyn Martinez Misha Padilla **AUGUST** 8, 8:47 AM Kelli Robinson J Cooper Carolyn Martinez Misha Padilla **AUGUST** 8, 8:47 AM Kelli Robinson J Cooper Misha Padilla **AUGUST** 8, 8:47 AM Kelli Rohinson J Cooper **AUGUST** 8, 8:47 AM Maritza Montano Kelli Rohinson J Cooper **AUGUST** 8, 8:47 AM Maritza Montano Kelli Robinson I Cooper Amanda Graley

AUGUST 8, 8:47 AM

Maritza Montano

Amanda Gralev

J Cooper

Rebecca Lesley

AUGUST 8, 8:47 AM Maritza Montano J Cooper Rod Macdonald Amanda Graley **AUGUST** 8, 8:46 AM Maritza Montano J Cooper Rod Macdonald **AUGUST** 8, 8:46 AM Maritza Montano J Cooper AUGUST 8, 8:46 AM Maritza Montano J Cooper Carolyn Martinez AUGUST 8, 8:46 AM Maritza Montano J Cooper Carolyn Martinez Misha Padilla AUGUST 8, 8:46 AM Maritza Montano Kelli Robinson J Cooper Carolyn Martinez Misha Padilla **AUGUST** 8, 8:46 AM Maritza Montano Kelli Robinson J Cooper . Carolyn Martinez **AUGUST** 8, 8:46 AM Maritza Montano Kelli Robinson J Cooper Teresa Brooksher Carolyn Martinez AUGUST 8, 8:46 AM Maritza Montano J Cooper Teresa Brooksher Carolyn Martinez AUGUST 8, 8:45 AM Maritza Montano J Cooper Carolyn Martinez AUGUST 8, 8:45 AM Maritza Montano J Cooper Carolyn Martinez Amanda Graley **AUGUST** 8, 8:45 AM Maritza Montano J Cooper Amanda Gralev AUGUST 8, 8:45 AM Maritza Montano J Cooper Teresa Brooksher Amanda Graley **AUGUST** 8, 8:45 AM J Cooper Teresa Brooksher Amanda Gralev **AUGUST** 8, 8:45 AM J Cooper Amanda Graley
AUGUST 8, 8:44 AM J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:44 AM J Cooper Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:43 AM Maritza Montano J Cooper Carolyn Martinez Amanda Gralev Misha Padilla **AUGUST** 8, 8:43 AM

Amanda Graley **AUGUST** 8, 8:43 AM J Cooper Carolyn Martinez Amanda Graley **AUGUST** 8, 8:43 AM Kelli Rohinson J Cooper Carolyn Martinez Amanda Graley AUGUST 8, 8:43 AM J Cooper Carolyn Martinez Amanda Graley **AUGUST** 8, 8:43 AM J Cooper Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:42 AM J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley Misha Padilla AUGUST 8, 8:42 AM Maritza Montano J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:42 AM J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:42 AM J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley AUGUST 8, 8:42 AM Maritza Montano J Cooper Teresa Brooksher Carolyn Martinez Amanda Graley
AUGUST 8, 8:42 AM Maritza Montano J Cooper Carolyn Martinez Amanda Graley **AUGUST** 8, 8:42 AM Maritza Montano J Cooper Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:42 AM Maritza Montano J Cooper Rod Macdonald Carolyn Martinez Amanda Graley Misha Padilla **AUGUST** 8, 8:41 AM Maritza Montano J Cooper Rod Macdonald Carolyn Martinez Amanda Gralev AUGUST 8, 8:41 AM Maritza Montano Rod Macdonald Carolyn Martinez Amanda Gralev AUGUST 8, 8:41 AM Maritza Montano J Cooper Rod Macdonald Carolyn Martinez Amanda Graley AUGUST 8, 8:41 AM Maritza Montano

Rod Macdonald Amanda Gralev AUGUST 8. 8:41 AM Maritza Montano Kelli Robinson J Cooper Rod Macdonald Amanda Gralev **AUGUST** 8, 8:41 AM Maritza Montano J Cooper Rod Macdonald Amanda Graley AUGUST 8, 8:41 AM Maritza Montano I Cooper Rod Macdonald **AUGUST** 8, 8:40 AM J Cooper Rod Macdonald **AUGUST** 8, 8:40 AM J Cooper Rod Macdonald Misha Padilla **AUGUST** 8, 8:40 AM J Cooper Rod Macdonald AUGUST 8, 8:40 AM Kelli Robinson J Cooper Rod Macdonald **AUGUST** 8, 8:40 AM Kelli Robinson Rod Macdonald **AUGUST** 8, 8:39 AM Kelli Robinson Rod Macdonald Amanda Gralev AUGUST 8, 8:39 AM Maritza Montano Kelli Robinson Rod Macdonald Amanda Gralev AUGUST 8, 8:39 AM Maritza Montano Kelli Robinson Rod Macdonald **AUGUST** 8, 8:39 AM Maritza Montano Kelli Robinson Rod Macdonald Misha Padilla **AUGUST** 8, 8:39 AM Kelli Robinson Rod Macdonald Misha Padilla AUGUST 8, 8:39 AM Rod Macdonald Misha Padilla **AUGUST** 8, 8:39 AM J Cooper Misha Padilla **AUGUST** 8, 8:38 AM J Cooper Amanda Graley Misha Padilla **AUGUST** 8, 8:38 AM J Cooper Rod Macdonald Amanda Graley Misha Padilla **AUGUST** 8, 8:37 AM J Cooper Rod Macdonald Amanda Graley AUGUST 8, 8:37 AM Rod Macdonald Amanda Gralev **AUGUST** 8, 8:37 AM Maritza Montano Rod Macdonald Amanda Graley AUGUST 8, 8:37 AM Rod Macdonald Amanda Graley AUGUST 8 8:37 AM Amanda Gralev

AUGUST 8, 8:37 AM Amanda Gralev **AUGUST** 8, 8:37 AM Maritza Montano Amanda Graley **AUGUST** 8, 8:37 AM Maritza Montano Rod Macdonald Amanda Graley **AUGUST** 8, 8:37 AM Maritza Montano J Cooper Rod Macdonald Amanda Graley **AUGUST** 8, 8:36 AM Maritza Montano J Cooper . Amanda Graley **AUGUST** 8, 8:36 AM Maritza Montano J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:35 AM Maritza Montano J Cooper Roy Cox Amanda Graley Misha Padilla AUGUST 8, 8:35 AM Maritza Montano Roy Cox Amanda Gralev Misha Padilla **AUGUST** 8, 8:35 AM Maritza Montano Michelle Rodriguez Roy Cox Amanda Graley Misha Padilla **AUGUST** 8, 8:35 AM Maritza Montano Roy Cox Amanda Graley Misha Padilla **AUGUST** 8, 8:35 AM Roy Cox Amanda Graley Misha Padilla **AUGUST** 8, 8:35 AM Roy Cox Amanda Graley **AUGUST** 8, 8:35 AM J Cooper Roy Cox Amanda Gralev AUGUST 8, 8:34 AM J Cooper Amanda Graley **AUGUST** 8, 8:33 AM J Cooper Amanda Graley Misha Padilla **AUGUST** 8, 8:33 AM J Cooper Amanda Graley Sergio Lugo Misha Padilla AUGUST 8, 8:33 AM J Cooper Amanda Graley Misha Padilla AUGUST 8 8:33 AM J Cooper Michelle Rodriguez Amanda Graley Misha Padilla **AUGUST** 8, 8:33 AM J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:33 AM J Cooper Rod Macdonald Amanda Graley Misha Padilla **AUGUST** 8, 8:33 AM

J Cooper

Maritza Montano

Carolyn Martinez

I Cooper

Hesperia High School WASC/CDE Self-Study Report

J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:32 AM J Cooper Roy Cox Amanda Graley Misha Padilla AUGUST 8, 8:31 AM J Cooper Roy Cox Amanda Graley AUGUST 8, 8:30 AM
J Cooper
Roy Cox
Amanda Graley
Misha Padilla
AUGUST 8, 8:30 AM
J Cooper
Roy Cox
Amanda Graley
AUGUST 8, 8:30 AM
J Cooper
ROY COX

Amanda Graley Misha Padilla AUGUST 8, 8:29 AM J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:28 AM Kelli Robinson J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:28 AM Kelli Robinson J Cooper Misha Padilla AUGUST 8, 8:28 AM J Cooper Misha Padilla AUGUST 8, 8:27 AM J Cooper Amanda Graley Misha Padilla AUGUST 8, 8:25 AM J Cooper Maq McNair Amanda Graley Misha Padilla AUGUST 8, 8:25 AM Maq McNair Amanda Graley Misha Padilla AUGUST 8, 8:24 AM Amanda Graley Misha Padilla AUGUST 8, 8:23 AM

AUGUST 8, 8:22 AM J Cooper Amanda Graley AUGUST 8, 8:20 AM Amanda Graley AUGUST 6, 1:36 PM Isaim Buenrostro AUGUST 6, 1:07 PM Isaim Buenrostro