



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

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.

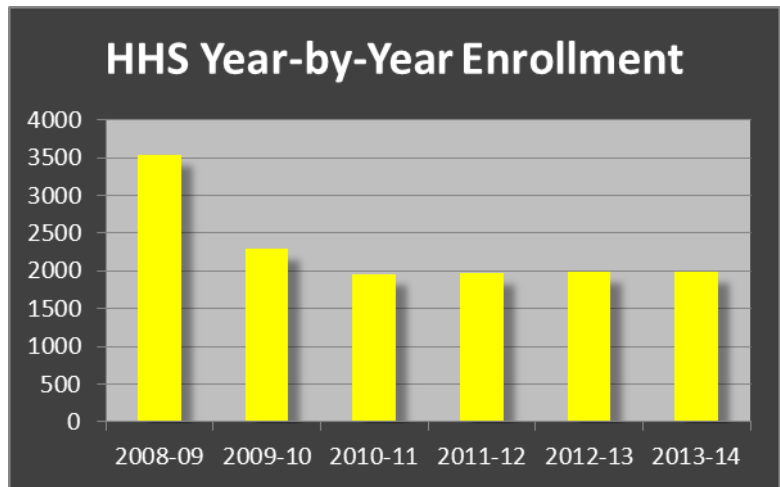
Expected Schoolwide Learner Outcomes

Scorpions
are technologically **S**killed,
learn **T**enaciously,
solve problems **I**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

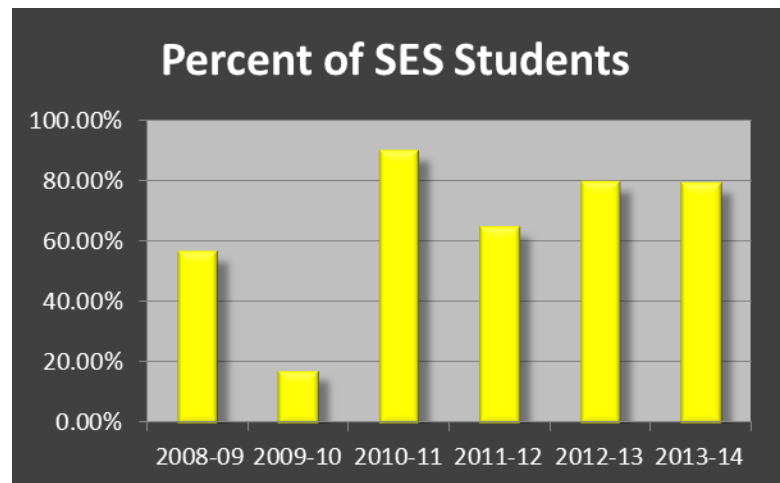


Because of burgeoning enrollment, the district built its third comprehensive high school—Oak Hills High School—which opened its doors in the 2009-10 school year with freshman to junior classes. During the 2010-11 school year, Oak Hills had its first senior class. From 2010-11 to present, HHS has seen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

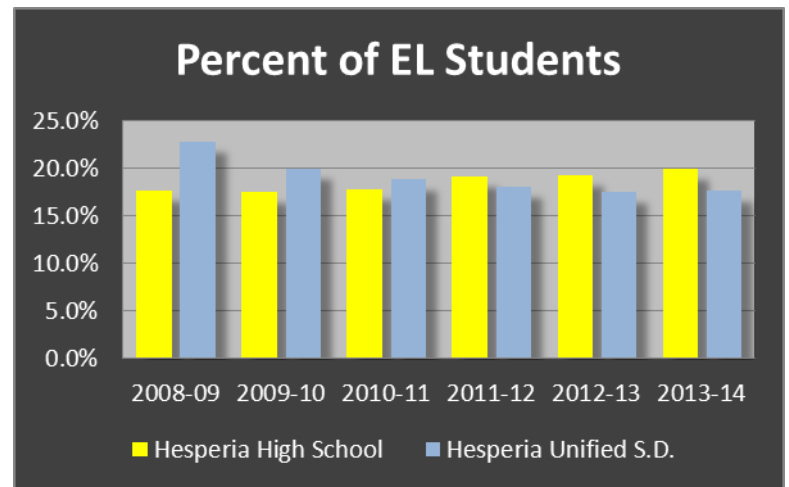
Enrollment by Ethnicity

	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%

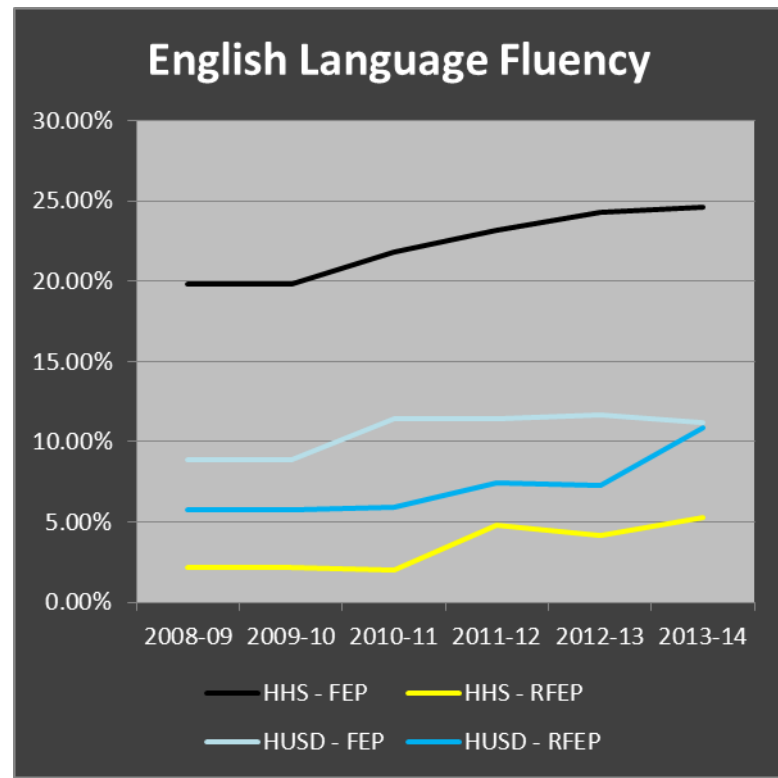


The majority of EL students speak Spanish; however, we also have a small number of students who speak Arabic, Filipino, Vietnamese, Hungarian, Mandarin, Hindi, or Cantonese as reported on their home language survey for the 2013-14 school year.

English Language Fluency

Hesperia High School		
	Fluent-English-Proficient Students	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 %

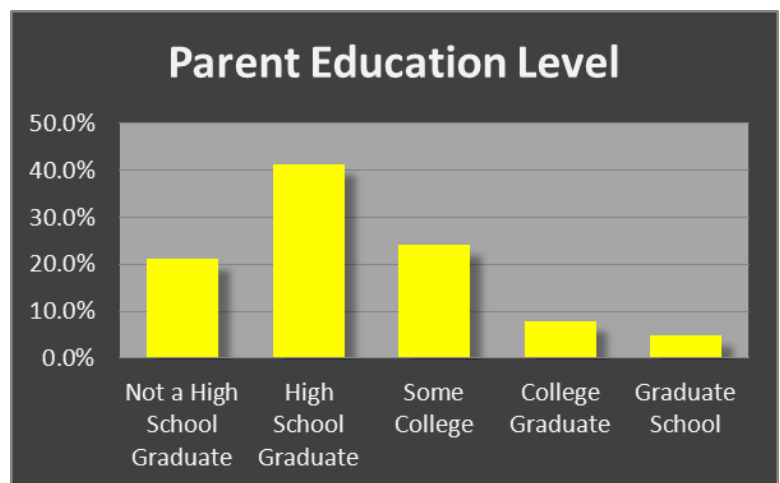
Hesperia Unified		
	Fluent-English-Proficient Students	Students Designated FEP
2008-09	8.9 %	5.8 %
2009-10	8.9 %	5.8 %
2010-11	11.4 %	5.9 %
2011-12	11.4 %	7.4 %
2012-13	11.7 %	7.3 %
2013-14	11.2 %	10.9 %



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

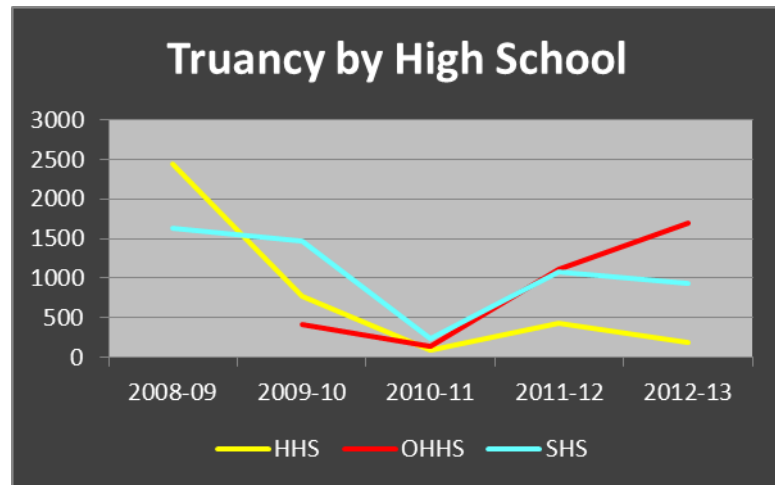
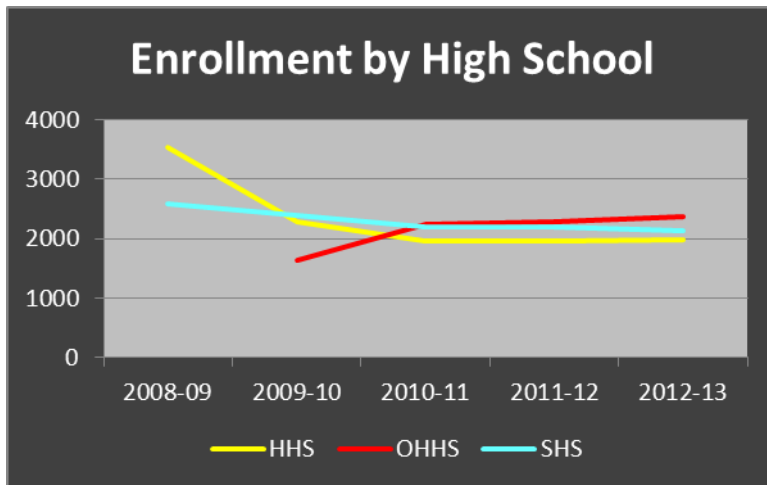
Education Level	Percent
Not a High School Graduate	21.2%
High School Graduate	41.4%
Some College	24.2%
College Graduate	8.1%
Graduate School	5.1%



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
Enrollment	HHS	3544	2293	1964	1968	1992
	OHHS		1630	2250	2275	2374
	SHS	2589	2386	2205	2206	2141
Number of Truants	HHS	2447	774	89	439	193
	OHHS		417	145	1112	1694
	SHS	1625	1470	235	1083	927



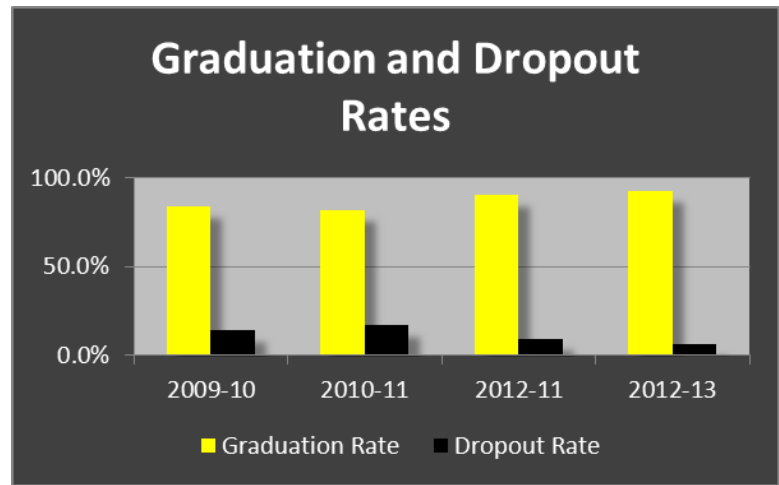
While HHS has the lowest truancy rate among the comprehensive high schools, the reporting of truanies is not standardized across the district. To address the inconsistencies the district is implementing an automated system for the issuing of truancy letters and school attendance review board sanctions. 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	48900l	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%

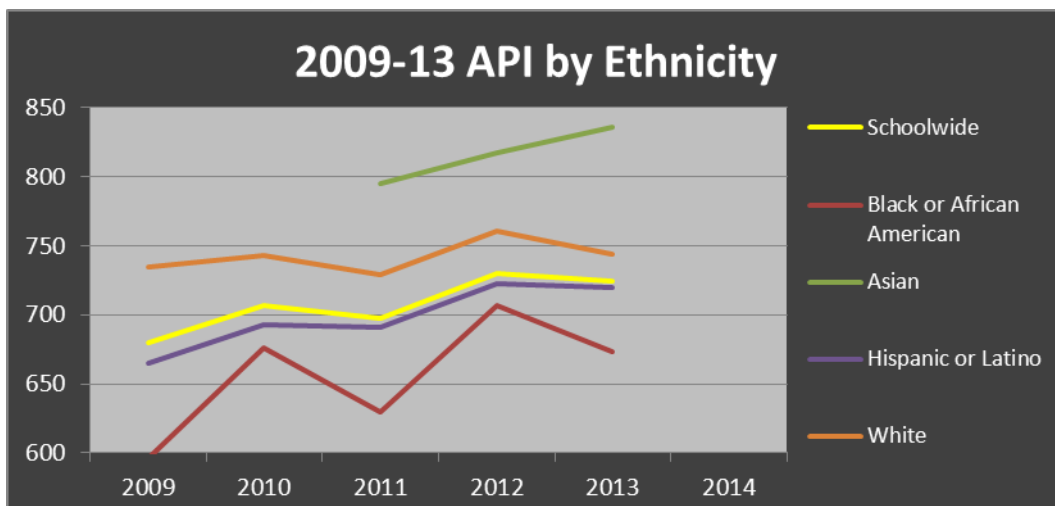
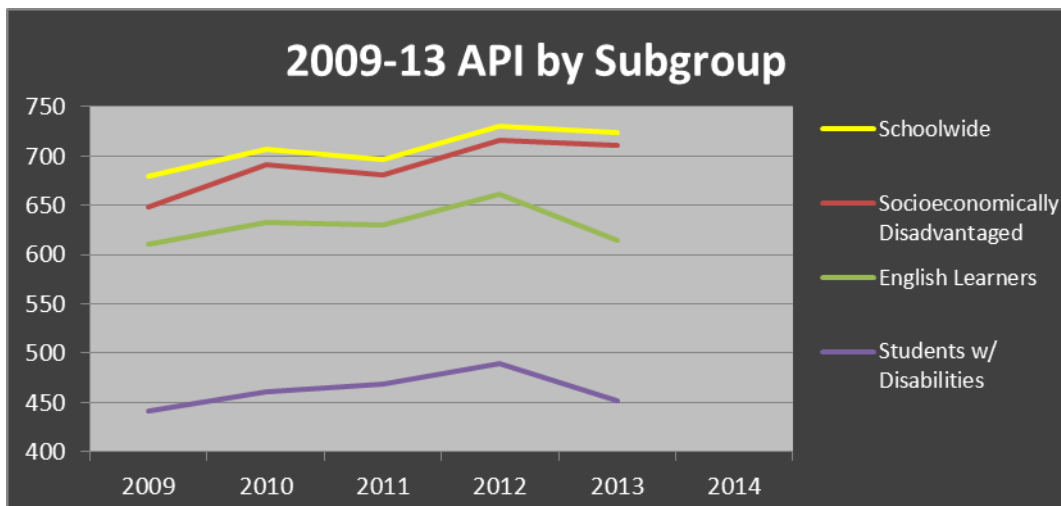


The numbers in the above chart reflect the numbers reported by the CDE, which does not accurately and consistently take into consideration students that transfer out of HHS. HHS self-reports that for the 2013-14 school year there were 7 non-grads out of a total senior population of 449 students, giving 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

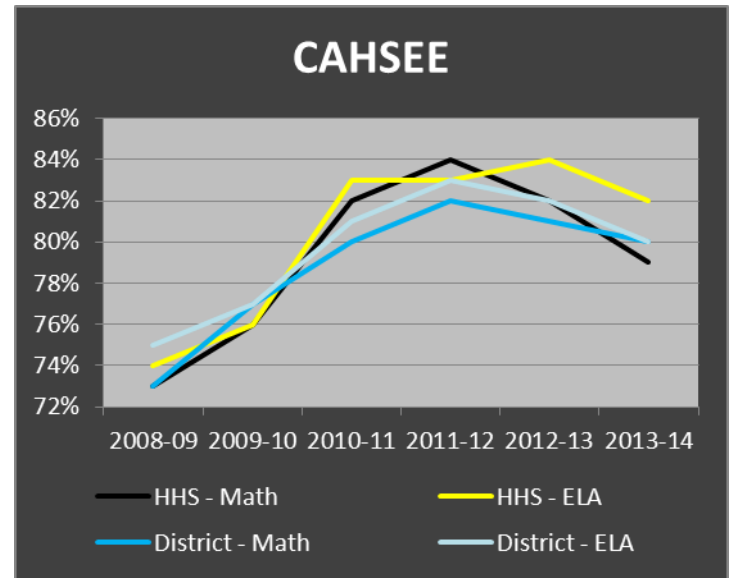


Since 2010, the schoolwide API has had a net increase of 17 points. English Learners, students with disabilities and African American students continue to need further support in reaching

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

		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HHS	Math	73%	76%	82%	84%	82%	79%
	ELA	74%	76%	83%	83%	84%	82%
HUSD	Math	73%	77%	80%	82%	81%	80%
	ELA	75%	77%	81%	83%	82%	80%

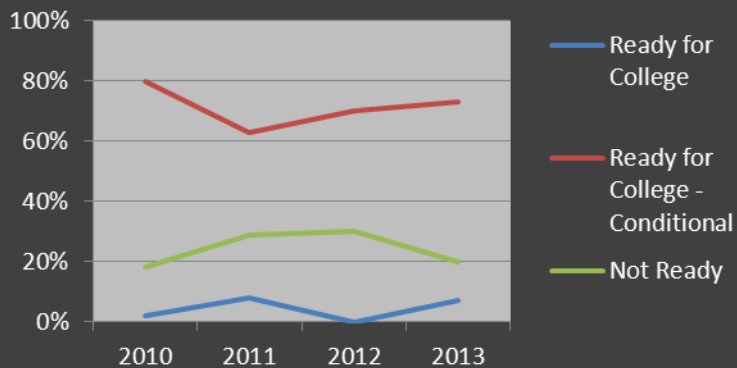


CAHSEE pass rates steadily increased through 2011-2012. While our ELA pass rate is above the district average, our math pass rate has shown a recent decline. We believe that the increase in the API for the 2011-12 was a result of an increase in the CAHSEE pass rate.

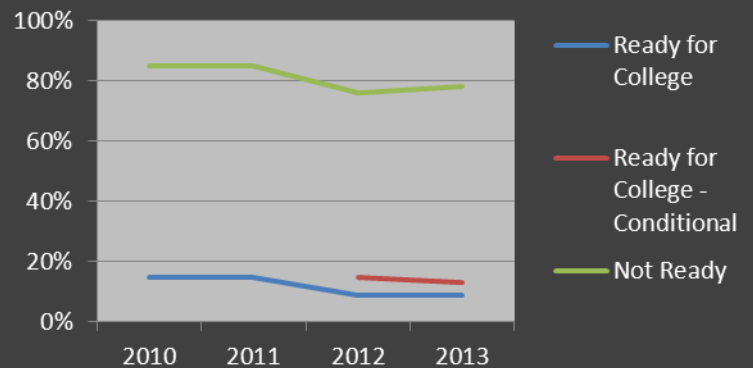
EAP

	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%

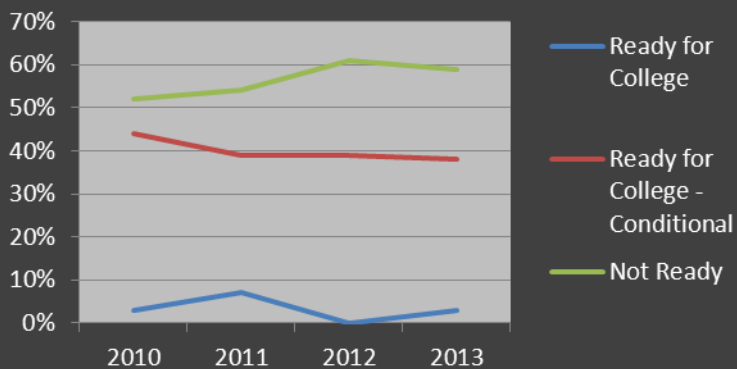
Summative Math EAP



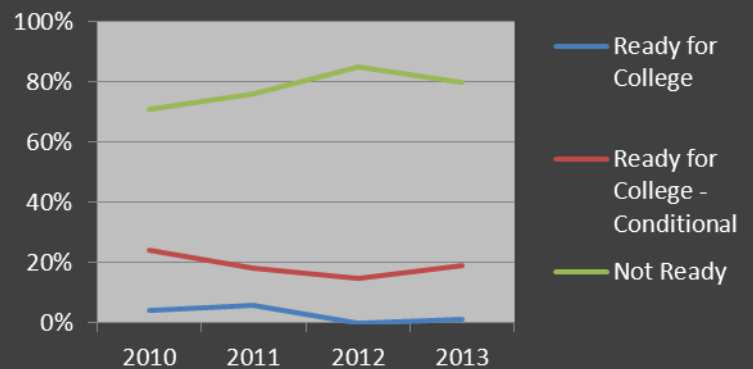
English EAP



All Math EAP



Algebra II EAP

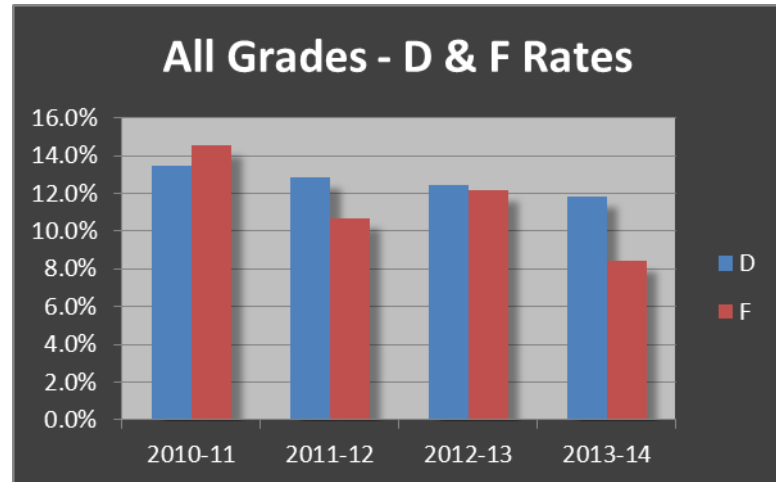
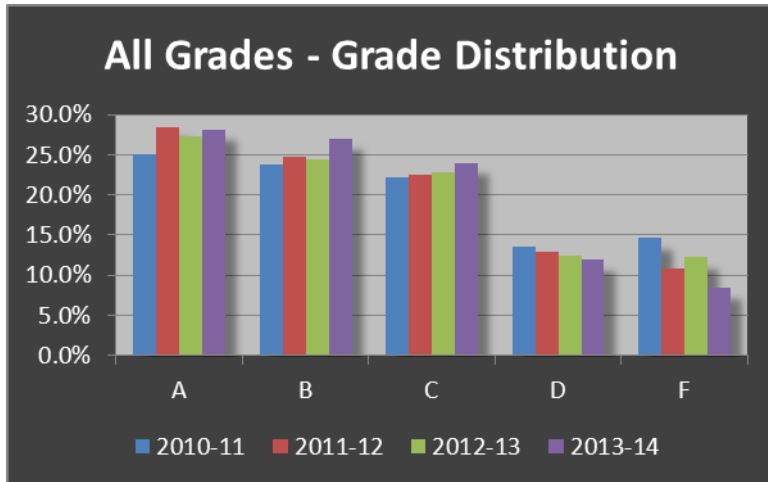


By looking at the data, it is apparent that students continue to need support in being college ready. The graphs indicate early success in math correlates to higher level of college readiness.

Grade Distribution

All Grades

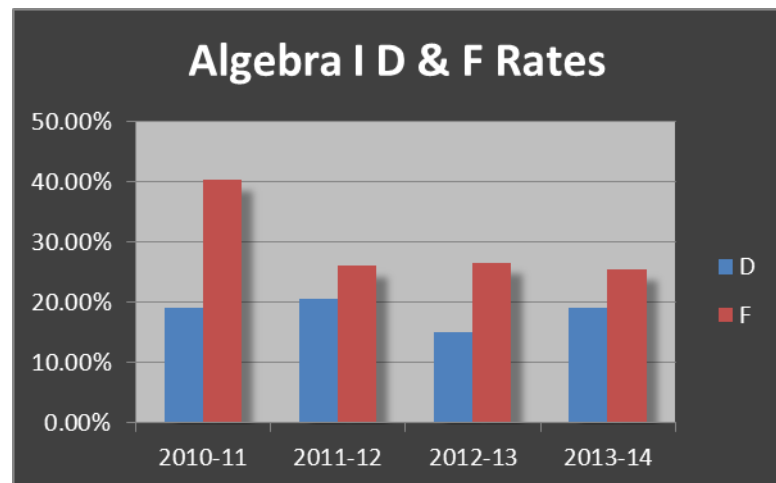
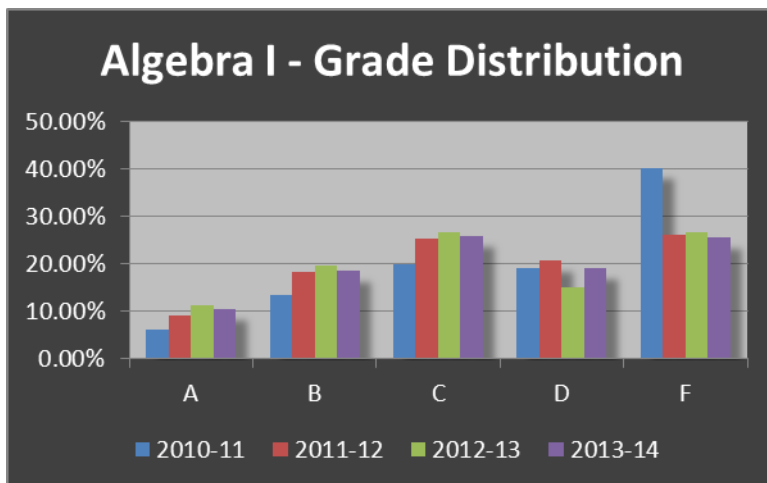
	2010-11	2011-12	2012-13	2013-14
A	25.0%	28.4%	27.2%	28.1%
B	23.8%	24.7%	24.5%	27.0%
C	22.2%	22.5%	22.9%	24.0%
D	13.5%	12.9%	12.5%	11.9%
F	14.6%	10.7%	12.2%	8.5%



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

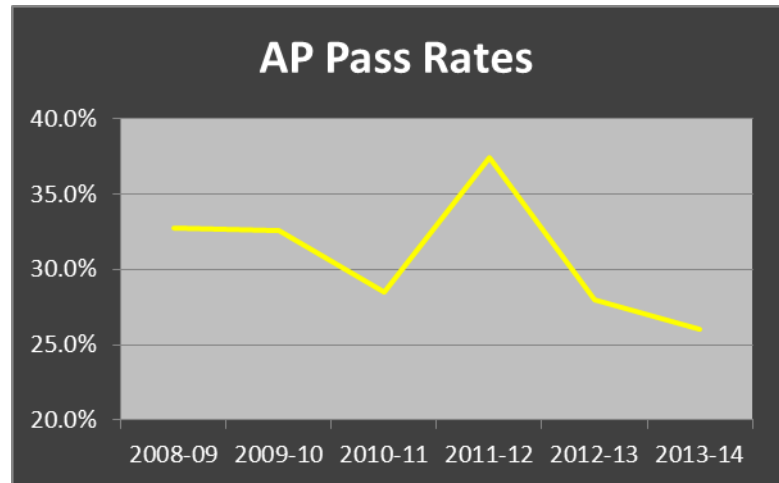
Algebra I

	2010-11	2011-12	2012-13	2013-14
A	6.1%	9.2%	11.4%	10.5%
B	13.4%	18.3%	19.8%	18.6%
C	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%

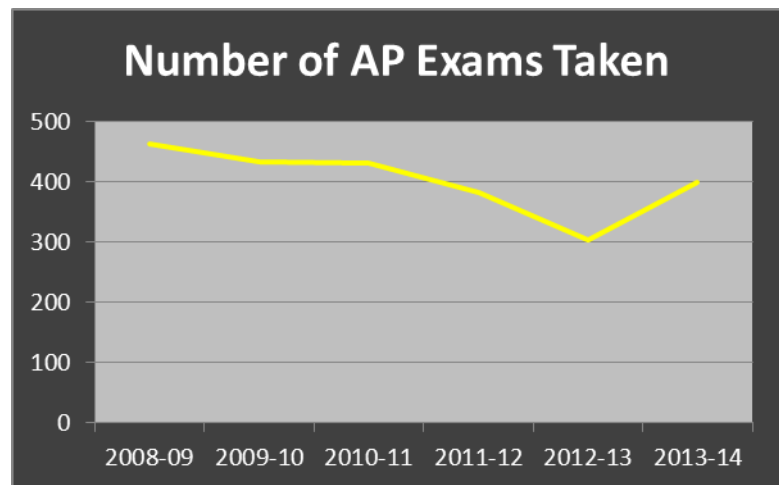


AP Testing

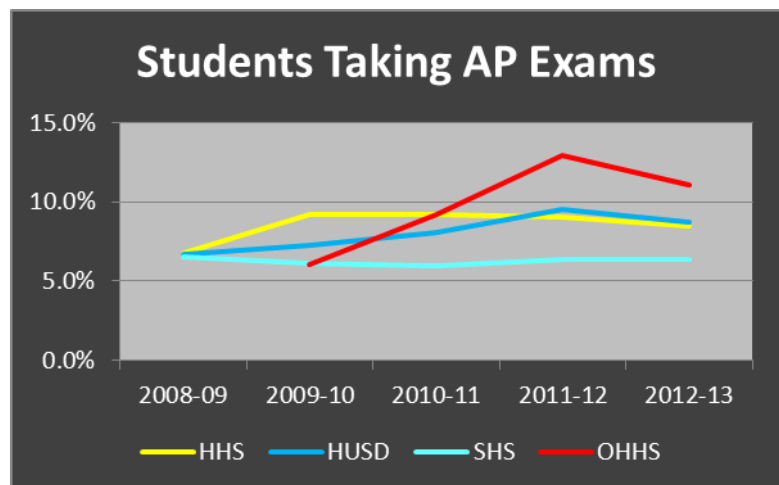
AP Pass Rate	
2008-09	32.8%
2009-10	32.6%
2010-11	28.5%
2011-12	37.4%
2012-13	28.0%
2013-14	26.0%



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				



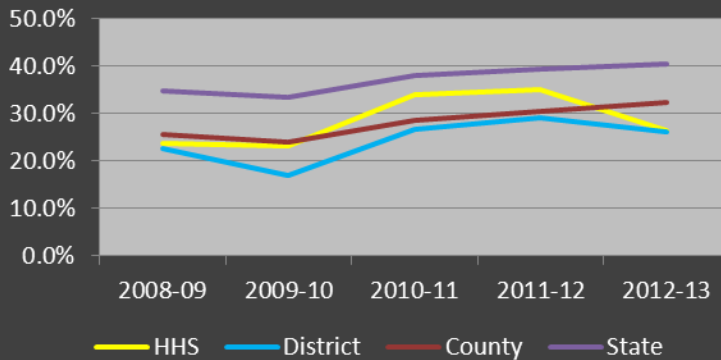
As we have increased our AP course offerings, access to AP courses, and number of AP exams taken, we have continued to focus on training for AP teachers and support for students in order to focus on our AP pass rates.

SAT

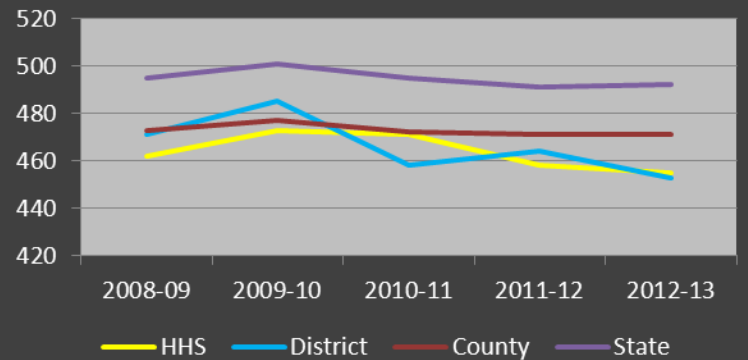
Percent Tested					
	2008-09	2009-10	2010-11	2011-12	2012-13
HHS	23.6	23.2	34.0	35.1	26.3
District	22.5	17.0	26.5	29.1	26.2
County	25.7	24.0	28.7	30.5	32.2
State	34.7	33.3	38.0	39.3	40.4

Critical Reading Average					
	2008-09	2009-10	2010-11	2011-12	2012-13
HHS	462	473	471	458	455
District	471	485	458	464	453
County	473	477	472	471	471
State	495	501	495	491	492

Percent of Seniors Tested



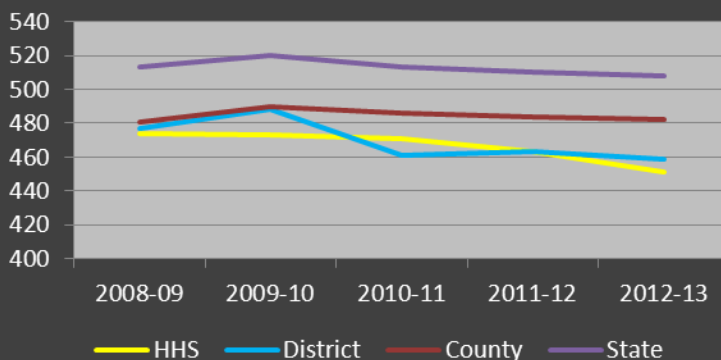
Critical Reading Average



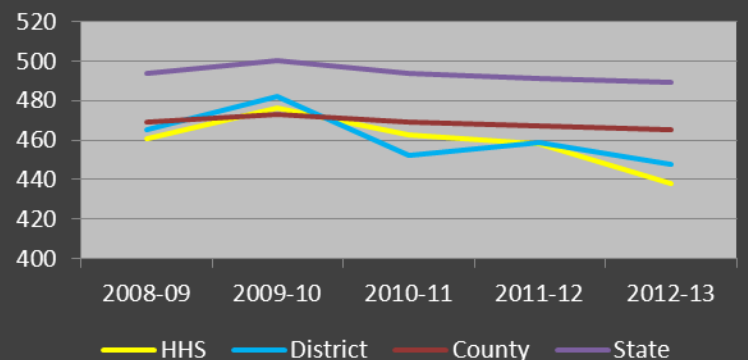
Math Average					
	2008-09	2009-10	2010-11	2011-12	2012-13
HHS	474	473	471	463	451
District	477	488	461	463	459
County	481	490	486	484	482
State	513	520	513	510	508

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

Math Average



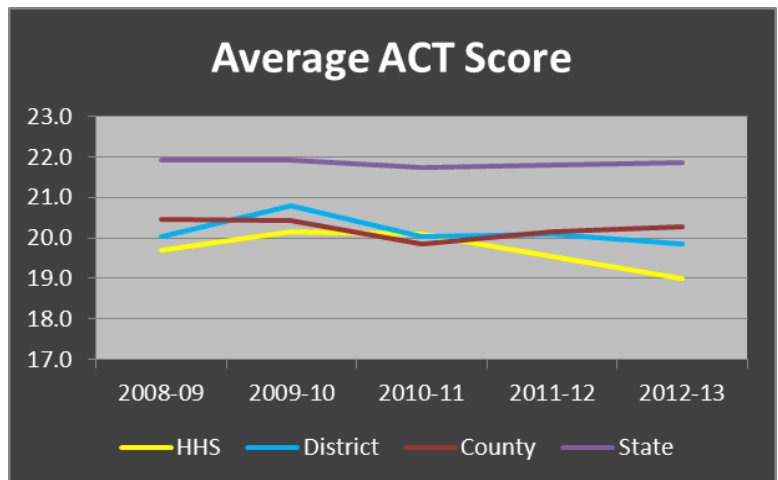
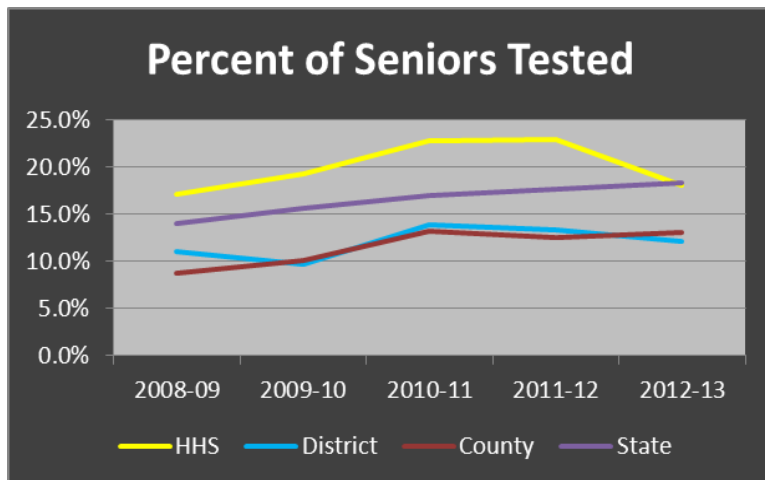
Writing Average



ACT

Percent Tested					
	2008-09	2009-10	2010-11	2011-12	2012-13
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

<u>Fall Sports</u>	<u>Winter Sports</u>	<u>Spring Sports</u>
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

Teachers	Gender	Female	52.4%
		Male	47.6%
	Highly Qualified	Yes	92.7%
		No	7.3%
	Education Level	Bachelors	50.0%
		Masters	50.0%
		Doctorate	0.0%
	Ethnicity	American Indian	2.4%
		Asian/Korean	1.2%
		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		

Administration	Gender	Female	33.3%
		Male	66.6%
	Ethnicity	White	100.0%
	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				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms. Sink/Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[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 at-risk 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-risk 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 Arts
Gayle Kassabaum: English
Connie Moore: English
Ellen Stephan: English
Ray Anderson: Math
Richelle Daniel: Math
Cesar Villalobos: Physical Education
George Pineda: Social Science
Raymik Simonian: Social Science
Travis Boyd: Science
Reed Mikkelsen: Science

Christine Overduin: Science
Tim Gray: Special Education
Calvin Tang: Special Education
Pat Brooksher: Athletic Equipment
Jayette Shoe: Special Ed. Assistant
Sheri Vernon: Administrative Secretary
Cherie Allen: Campus Assistant
Kathy Swaim: Campus Assistant
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 students, parents, teachers, and community members, Hesperia High School has established vision and mission statements and schoolwide learner outcomes of what students should know and perform based upon analysis of student data and community profile. The HHS staff analyzed the previous vision, mission, and schoolwide learner outcomes against the current educational demands for college and career preparation and determined that revisions were necessary. These statements of purpose were therefore revised in order to align with current educational research, 21st century learning objectives, and the Common Core. The mission of HHS is "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." 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 Network 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	<p>Vision Statement</p> <p>Mission Statement</p> <p>ESLOs</p> <p>Student Community Profile</p> <p>CCSS</p> <p>Units of Study</p> <p>PLC, SSC, Leadership, Department, Focus Group Meeting Minutes</p>

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 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.	Leadership, Staff, PLC/Department, School Site Council and ELAC meetings 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 for students, parents, and community members. This comfortable environment allows for the school’s community to regularly provide input and feedback that contributed to the shared mission, vision, and schoolwide learner outcomes. Communication is transparent and stakeholders are informed and involved throughout the decision making processes as well as communicated with regularly. The school has received valuable feedback from many stakeholders that confirmed the process was highly effectively and collaborative.	School Website Connect-Ed Phone Calls Remind101 Texts Meeting Minutes/Agendas Mission Statement 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 member board elected by the community, with each serving four-year terms. The Board meets at least monthly, with additional budget and facility meetings as necessary. The selection, composition and duties of the governing board are 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.	Board Policies Administrative Regulations Meeting agendas and minutes

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 schoolwide learner outcomes. Hesperia High School has had the opportunity to present its vision, along with a proposal 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.	District Vision School Vision, Mission, and SLOs

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 for Student Achievement (SPSA) annually. They are updated regularly on the direction of the school and the programs 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.	SPSA Board Meeting Minutes

Professional Staff and Governing Board

Findings	Supporting Evidence
It is the responsibility of the principal to keep the HUSD Board of Education and Cabinet apprised of the ongoing operations of HHS. The monthly Education Services Leadership Team meetings are in place to provide open lines 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.	Meeting Schedules and Minutes CSEA and HTA Contracts

Board’s Evaluation/Monitoring Procedures

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

Complaint and Conflict Resolution Procedures

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

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.	Meeting agendas and minutes Staff leadership survey results
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.	

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)	Single Plan for Student Achievement School Site Council, Title I Committee, and Leadership meeting agendas and minutes

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

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	Supporting Evidence
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.	Board Policies Hesperia Teachers Association Contract Classified Employee Contract District Credential Audit
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.	

Qualifications of Staff

Findings	Supporting Evidence
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	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	Supporting Evidence
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.	Master Schedule HTA Contract PLC Meeting Minutes

Defining and Understanding Practices/Relationships

Findings	Supporting Evidence
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	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	Supporting Evidence
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.	<p>Leadership Team Minutes</p> <p>Staff Email</p> <p>Record of Remind and Blackboard Connect communications</p>

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	Supporting Evidence
<p>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.</p>	<p>Walk through schedules and reports</p> <p>PLC meeting minutes</p> <p>Collaboration Wednesday Schedule</p>
<p>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 4C's 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</p>	

determined goals: reason critically, communicate effectively, and build content knowledge. These three areas address the 4C's 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 SPSA, the existing processes are reviewed to determine the degree to which the actions of leadership and staff are 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.	Surveys SPSA

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 C's
Professional development includes time earmarked for ongoing collaboration, for the sharing of teaching practices, and discussions focused on student achievement.	BTSA (Beginning teacher Support and Assessment) New teacher orientation
We have allocated release time for PLC teams to meet and develop CCSS compliant units of study. The Curriculum 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, Illuminate, and general technology training has been provided by the site and District.	Buddy teacher program Technology training (Google docs, Illuminate) 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 effective supervision and evaluation procedures in order to facilitate professional growth and development. The manner	Summative evaluation Sheets/reports

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).

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/departments

Common Formative Assessments

Previous CST results and future Smarter Balance Assessments

Conclusions

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

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

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

Practices

Findings	Supporting Evidence
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.	Site budgets SPSA
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.	

Facilities

Findings	Supporting Evidence
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.	Early College classrooms Upgraded/expanded computer labs New Paint
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.	Athletic trainer provides CPR/First Aid/Concussion/Hydration Training Campus assistants are readily available
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	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

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

for the following year.

[Scorpion 411](#)

scorpioncountry.com

Well-Qualified Staff

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

Long-Range Planning

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

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 Arts
Randy Lockie: The Arts
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 Rummeler: Social Sciences
Sara Rummeler: Social Sciences

Nick Aguilera: Science
Joanna Hoegerman: Science
Diana Ybarra: Special Education
Michele Childress: Special Ed. Assistant
Debbie Zeferjahn: Special Ed. Assistant
Windy Ferren: School Secretary
Melanie D'Ambra: Campus Assistant
Heidi Vargas: Campus Assistant
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	Supporting Evidence
<p>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.</p> <p>Collaboration of best practices and content takes on many forms at HHS. Each Wednesday, staff meets as departments, PLCs, 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 <i>The Collaborative Teacher</i>, and this year’s book is <i>Classroom</i></p>	<p>Use & implementation of Common Core lessons</p> <p>Curriculum Coaches</p> <p>Common Unit Plans</p> <p>District shared docs</p> <p>Common assessments</p> <p>Teacher release days</p> <p>Professional Development</p> <p>Differentiated Instruction</p> <p>Sharing Greatness</p> <p>Plugged In Conference</p> <p>Tier I, II and III English Training for EL</p> <p>SBAC Test Release Question Exposure</p> <p>Data driven instruction</p> <p>Illuminate</p> <p>PLC Collaboration</p> <p>AVID</p>

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	Supporting Evidence
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.	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)
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	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

Findings	Supporting Evidence
Hesperia High School began the process of updating the schoolwide learner outcomes in the 2012-13 school year.	Data analysis across departments/PLCs
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 college, careers and life.	PLC/department minutes
	District and department pacing guides
	A-G requirements
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, problem-based learning, and explicit thinking skills instruction to best meet the needs of all students.	ROP programs
	Early College Academy
	CTE
	Engineering programs
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.	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
The CCRC (College and Career Resource Center) has regular	

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	Supporting Evidence
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 hands-on 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.	<p>Performances and Festivals</p> <p>Science fair</p> <p>Mock trial</p> <p>Robotics</p> <p>Senior portfolios</p> <p>Peer tutoring programs</p> <p>Automotive technology</p> <p>Student GPA</p> <p>CAPA classes work within community</p> <p>Scorpy's</p> <p>Broadcasting and Journalism (Newspaper)</p> <p>Modeling in math (kites,</p>

Evidence of standards-based instruction goes beyond the 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 award-winning 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

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

interest.

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.

students

Saturday Academy Offerings

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 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.	Physics and Engineering shared units Cross-curricular PLC meeting notes CART Training Staff Meeting Agendas
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.	CTE & ROP articulated with VVC Security & integrity maintained through walkthroughs Staff evaluations Collaboration between special education and general education
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.	Accommodated and modified curriculum in special education
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.	

Curricular Development, Evaluation, and Revisions

Findings	Supporting Evidence
<p>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 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.</p>	<p>Professional Learning Communities</p>
<p>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.</p>	<p>Meetings with district academic coaches</p>
<p>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.</p>	<p>Department meetings</p>
	<p>Observing fellow teachers</p>
	<p>Teacher-led professional development</p>
	<p>Leadership meetings and sharing out</p>
	<p>Collaborative classrooms between regular and special education teachers</p>
	<p>Four-year plans</p>
	<p>Course offerings</p>
	<p>A-G requirements: counseling office/ website, posted in teacher classrooms</p>
<p>We are currently in discussions within our math department, sister schools, and district office with regards to a possible</p>	

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 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.	CART Training PLCs Focus group meetings Department Meetings Academic Coaches Leadership Team
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.	Departmental pull-outs to develop Unit Plans Technology training at all-staff and departmental meetings
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	School Site Council approves purchases to meet curriculum needs

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 are available to all students, regardless of educational background.

Articulation and Follow-up Studies

Findings	Supporting Evidence
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.	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
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 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	Supporting Evidence
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 8 th 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.	<p>Counseling recommendations</p> <p>Early College Academy</p> <p>Honors, ACE, and AP Classes</p> <p>CTE/ROP technical programs (engineering, robotics, automotive, cooking, manicuring, law enforcement, medical term, nursing)</p> <p>Counseling meetings</p> <p>AVID</p> <p>CCRC/BRIDGE program -SpEd workability program/ Transitional Partnership Planning (TPP)</p> <p>Work experience</p>

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

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	Supporting Evidence
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.	Powerschool Weekly progress reports IEP meetings annually Graduation Checks School Site council Parent center-helps students in need
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.	Counselling ELD parent meetings ELAC CCRC AVID
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.	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	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p>	<p>-ACE program entrance evaluations</p> <p>-Teacher recommendations (effective change based on new grades in changed course)</p> <p>-Diagnostic Tests</p> <p>-Testing (CAHSEE, CELDT)</p> <p>counseling</p> <p>-STAR reading for SpEd (for intervention) School</p> <p>SST, IEP, 504, SpEd testing</p> <p>-Psychologist</p> <p>-Common Assessments/District Benchmarks</p> <p>-PowerSchool</p> <p>-Odyssey</p> <p>-CMA testing</p> <p>-CAPA testing</p>

Post High School Transitions

Findings	Supporting Evidence
<p>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 post-secondary schools and the number of students enrolling</p>	<p>Early College Academy</p> <p>Engineering Program</p> <p>ROP</p> <p>AVID</p>

in 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

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	Supporting Evidence
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 are enrolled in A-G courses as freshmen to increase the number of college ready graduates.	AP / Advanced Courses ACE Academy AVID Early College Academy VVC classes A-G requirements and completions VVC Articulations CTE/ROP
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.	Work Experience CCRC Workability Tpp CAPA Electives
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	

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	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>OdysseyWare</p> <p>Credit Recovery Classes</p> <p>Graduation Rates</p> <p>CAHSEE Pass Rates</p> <p>Senior Grad Checks</p> <p>Early College Academy</p> <p>ROP/CTE programs</p>

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

*Aaron Atkins: The Arts/English
 Sean Portanova: The Arts
 Stacy Barnes: English
 Jamie Carlson: English
 Sara Foreman: English
 Michael Heywood: English
 Laura Batista: Foreign Language
 Stephanie Polmounter: Math
 Michael Turner: Math
 Amanda Wake: Science
 Jake Wake: Science
 Jenee D'Oyen: Special Education*

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

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

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

Findings	Supporting Evidence
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.	Administrator observations Student Work Samples Peer observations Unit Plans/Lesson Plans Common Formative Assessments Illuminate PLC
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.	Cross-curricular planning VVC AVID AP/Honors/ACE AP pass rate
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.	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

Findings	Supporting Evidence
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.	Syllabi Power School Learning Targets
Teachers post daily objectives and learning goals for students. Many teachers have class websites where they	Hesperia Online and individual teacher websites

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.	<p>Screencasts</p> <p>Flipped Lessons</p> <p>Learn 360, Flocabulary, iTunes, iMovie</p> <p>Google docs, blogs, wikis</p> <p>Newspaper in Education program</p> <p>Think-pair-share</p> <p>Flexible grouping</p> <p>Independent projects</p> <p>English and Special Ed classrooms with hardware</p> <p>Turning Point Clickers</p> <p>Co-teaching Classes</p>
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.

Student Perceptions

Findings	Supporting Evidence
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.	<p>Lesson plans/materials</p> <p>Transition goals in IEP</p> <p>Workability</p> <p>TPP</p> <p>Life Skills class</p> <p>AVID student projects, school site calendar/visitor log</p>

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

The variety of programs available ensure that all students' needs are met in preparation for college and careers.

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 4C's 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 on research-based instructional strategies. This includes the integrated use of multimedia and technology through various online programs and technology-based strategies. Teachers use these technologies to differentiate instruction, create engaging lessons, and assist students in being current with our changing technological world. These strategies are also used to enrich student learning and to provide equal access to current technology. Technology such as the Elmo, responders and iPads allow teachers to get instant feedback on student progress and allows students to evaluate their own learning. Defined STEM is a website that allows access to current STEM ideologies and lesson plans that allows teachers to collaborate across multiple subjects and across curriculum. HHS has also invested in a subscription to www.turnitin.com . It is used to hold students in all classes accountable to the district and site plagiarism policy. Teachers use it to efficiently check student's originality of their work as well as to improve student writing in the form of grammar and to check for their understanding of the material. An online sticky note program is used to	quizlet.com Defined STEM Responders Turnitin.com Computer Lab iTunes U TED Talks Khan Academy Blogger Google Voice SpellingCity.com 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 programming. 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 students at Hesperia high School in a number of different ways. Teachers start their instruction by setting goals, such as passing an AP exam or reaching a certain content standard. Teachers model new content in a variety of ways, for example, walking students through problems, free response questions and analyzing exemplary work. The science department uses targeted discussions, current events, and case studies along with leading questions for the students to reach their learning goals. This progress and activity is captured in the students' interactive notebooks. Laboratory activities along with collaborative learning groups are evident throughout the science disciplines.	Admin observations Student Science notebooks Laboratory reports Dissections PowerSchool Tutoring logs Saturday School Rosters Athletic Teams
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.	Clubs List
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 able to exhibit their skills with the completion of assignments where they must use inquiry-based and higher order cognitive connections to communicate mastery.	Interactive Notebooks Portfolio Marzano-Thinking Maps Cornell Notes
Students are taught to use an interactive notebook as a way to compile pertinent information regarding specific subject matter as well as storing that information for later review. Additionally, the students are taught to create a table of contents with corresponding page numbers to ensure that the information was easily accessible in the process of research and inquiry. Students have been taught to use thinking maps per the Marzano technique when researching or engaging in higher level thinking as a means of gathering information for research-based projects. Additionally, through student thinking maps, the students have had the 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 related to subject matter. PowerPoint is another tool students use as a multimedia project that exhibits research and communication skills.	Powerpoint Drama Productions Video Announcements Choral Productions Band productions Hesperia Broadcasting The Sting newspaper Photography Computer Labs 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, regulations and procedures in individual and group projects. Students exhibit a variety of expertise based on prior	Life Skills Workability PAES TPP Mock Trial

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

Sports

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 activities and labs. HHS students complete these assignments both in groups and as individuals, often presenting their claims and evidence during presentations. There has been a schoolwide focus on research based instructional practices as well as regular use of the 4 C’s.	<p>Socratic Seminars</p> <p>Inquiry-Based Activities</p> <p>Class Debates</p> <p>AP Participation Rates</p>

Teachers and students are constantly finding ways to 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 teacher-based, 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.

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
· Digital Design	Fine Arts Performances
· Website Design	Career Center
· Nursing and Medical Core	Life Skills program
· Cosmetology	Workability
· Law Enforcement	TPP
· 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 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.

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

Teachers use a variety of instructional strategies and instructional technology in order to address the critical learner needs and the schoolwide learner outcomes.

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 Verdusco: 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 Perez: Special Education

Alfred Flores: Locker Room Attendant

Angela Wright: School Secretary

Juanita Sambrano: Campus Assistant

Rebecca Rubio: Counseling Assistant

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	Supporting Evidence
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.	EAP, PSAT, SAT, ACT, ASVAB, and AP scores Teacher created tests for individuals and groups PowerTeacher/ PowerSchool Revolution K12(380) Supplemental Reading Intervention Classes
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.	illuminateed.com Shared Common Formative Assessments CAHSEE score ELMO
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	TurningPoint TurnItIn.com Online Electronic Interactive Notebooks Haiku Learning.com HesperiaOnline.com

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

Common Assessments
used frequently in math

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.

Accelerated Reader

STAR

Stanford Diagnostic

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.

CELDT

Rosetta Stone

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.

Basis for Determination of Performance Levels

Findings	Supporting Evidence
All teachers use a variety of strategies to assess students' academic performance--both formal and informal: standardized testing, exams, quizzes, research projects and project-based assignments, as well as our common formative and summative assessments. Common assessments have become a focal point for PLC groups during the 2013-14 school year.	Common Formative Assessments Summative Assessments Final Exams Syllabus
Teachers set their own grading/weighing scales, though most use the typical A-F scale.	Turning Point Rosetta Stone
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	Supporting Evidence
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.	CST results Common assessments Real-world project based assessments Daily assignments CELDT scores
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.	CAHSEE Single Common essay (English) Interactive notebooks Senior Career Portfolio
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	

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	Supporting Evidence
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.	Summative Assessment Data Formative Assessment Data AP exam data College acceptance data Career certificate completion data
PLCs make student achievement a focal point and use common assessments to gauge student success across entire grade levels and disciplines.	Learner Outcomes posted in classrooms
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	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 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.	<p>PLCs</p> <p>Common Formative Assessments</p> <p>Illuminate</p>

Student Feedback

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>CAHSEE</p> <p>PSAT</p> <p>EAP</p> <p>CFAs</p> <p>TurningPoint</p> <p>Check for Understanding</p> <p>Rubrics</p>

Modification of the Learning/Teaching Process

Findings	Supporting Evidence
<p>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.</p> <p>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.</p>	<p>Illuminate</p> <p>PLC minutes</p> <p>CFAs</p> <p>HesperiaOnline.com</p> <p>Google Forms/Google Classroom</p> <p>Other web-based diagnostics</p> <p>Turning Point</p>

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	Supporting Evidence
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.	<p>Collaboration with counselors, teachers, and department chairs.</p> <p>Cross-curriculum discussions during prep and PLC time.</p> <p>Pre and Post tests to determine student growth. Multiple choice, short answers, and essay formatted standard assessments.</p>
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	<p>Oral presentation, student response to presentation, peer collaboration assignments, and project based are alternative assessments.</p>

dialogue with other professionals within and across disciplines.

IEPs, progress reports, PowerSchool, and Illuminate

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.

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
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.	Student progress reports (daily/weekly/quarterly) Phone calls home Remind notifications D/F Progress Reports
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.	Quarter/Semester Grade Reports PowerSchool Teacher Websites Counseling Meetings
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 bring them in to counsel and coach for	Counseling/Administration meetings with students with multiple F's At-Risk Committee District Academic Coaches

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 and students through PowerSchool, progress reports, and grade reports. PLC teams share student progress as they compare common formative assessment results and instructional strategies with other teachers of the same courses. The common formative assessment results and single assessment results are also shared through Illuminate with the Education Services division of the district office who then share results with the governing board. Thus, all stakeholders are kept apprised of student progress toward achieving the academic standards at HHS.	SARC Parent contact PowerSchool Illuminate AVID 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

Findings	Supporting Evidence
<p>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 noted 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.</p> <p>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.</p> <p>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.</p>	<p>Early College Academy</p> <p>Math intervention teacher</p> <p>Reading intervention teacher</p> <p>AVID</p> <p>CFAs</p> <p>PLC meetings</p>

Conclusions

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 Arts
Amanda Graley: The Arts
Jessica VanOverbeke: The Arts
Misha Padilla: English
Janet Cooper: English
Maq McNair: English
Teresa Brooksher: Foreign Language
Kelli Robinson: Math
Michelle Rodriguez: Math
Tim Vanderveer: Math
Sergio Lugo: Physical Education
Jeremy Topete: Physical Education
Mitch Cox: Social Science
Vincent Diaz: Social Science

Rod Macdonald: Social Science
Carrie Martinez: Science
Paul Bakas: Special Education
Larry Hunter: Special Education
Lydia Neel: Special Education
Rebecca Lesley: Locker Room Attendant
Melanie Shurtliff: School Secretary
Jenny Rendon: Attendance Specialist
Jim Straight: Campus Assistant
Leslie Rockwell: CCRC Specialist
Pamela Camp: Senior Clerk Typist
Maritza 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 fundraise throughout the school year to help our students with school supplies, provide cap and gown for seniors in financial need, scholarships, and emergency money to those families that have suffered a loss. Parents offer support and help to individual teachers. Parent Center shows support for teachers throughout the year and specifically during staff appreciation week. A number of our involved parents are bilingual and have made efforts to reach out to our Spanish speaking community.	Parent Center Daily Bulletin ConnectEd I.E.P. Spanish Translators 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 regarding important information in both English and Spanish: updates, district-wide events, and emergencies for parents and 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) and Twitter to reach out to parents and community members in an effort to use another means of communication.	Twitter Remind (formerly Remind101)
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 a parent teacher conference so that parents can stay actively involved in their students learning process.	
Bilingual parenting classes are offered through the District Office	

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

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)
	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 workshops are held before and after school every Wednesday of the school year.	Early College Academy
	RAMP UP (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, military branches, and career options.	Work Experience
	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 begin an Associate’s Degree while still in high school. Students enrolled in this academy will be taking college classes on the HHS 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 Career Pathways Trust grant in association with the Victor Valley Community College District Consortium called “Ramp Up” which provides students with the opportunity to engage in the manufacturing and product development occupational path as well as the transportation path. This grant funding is being utilized to establish the Academy of Manufacturing, Design, and Engineering for Hesperia High School students.	Community Speakers
	College and Career Fair
	Every 15 Minutes
	We Really Care
	Caring Closet
	Sponsorships
	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 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 inform parents of their students' progress. Contact is made by counselors and teachers.	Progress Report Parent letter for at risk seniors PowerSchool
Parents have their own login for PowerSchool, our student information system which gives them access their child's grades and progress, attendance and teacher contact information.	Back to School Night 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 their child's high school campus and a chance to meet all staff.	ELAC Meetings 4.0 Dinner
Administrators, Counselors and staff welcome 8th grade parents and students to our annual Jr. High Night. This evening informs parents and students of the academic and extracurricular programs available at HHS.	Student of the Month Renaissance Program
Through the English Language Advisory Committee (E.L.A.C.) meetings, parents of English Learners are informed and educated about information necessary for their students' success. Topics such as graduation requirements, university requirements, state testing, district goals and parenting strategies are presented.	School Website (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 is 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

Findings	Supporting Evidence
HHS is a closed campus, with security and administrations monitoring the campus before and after school, during breaks, lunch, and passing periods. Security cameras have been installed to monitor the campus. These cameras have been utilized by our discipline office and campus police to identify individuals who have committed offenses on our campus (e.g. graffiti). We have at least one on-site police officer assigned to us daily from our district police department. According to the school police, HHS has a low to moderate rate of disciplinary incidence. HHS and HUSD policies are clearly outlined in the student handbook. These policies cover a broad range of topics from attendance, bullying, discipline, electronic devices, dress code and disaster preparedness to name a few. A copy of the handbook is available to students, parents and the community on the school website.	Closed Campus Security Cameras School incident report Internet safety agreement Firewalls School handbooks Yearly report on suspensions and expulsions
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.	2013-14 civil rights evaluation Emergency Procedures Evacuation Plans
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	

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 alternative place to study, meet for tutoring, or attend club meetings. Tutoring is provided for students after school and during lunch. 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 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.	Tutoring schedule Sign-in sheets/logs Constant visibility of administration and staff on campus 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.

welcoming students
Freshmen orientation
Staff leadership survey
Student survey
School wide clubs
You Bowl Me Over

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.

LINK Leadership
Staff Social Club

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.

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 students to meet their goals.	ILPs (Individualized Learning Plans) 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 progress towards IEP goals.	IEP (Individual Education Plan) 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 includes classroom modifications such as moving closer to the board, extra time on test or assignments, and more extensive support from the teachers.	Wednesday Walk-in Workshop (WWW) Monthly scholarship bulletin, 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 field trips, college applications and college speakers. Scorpion alumni visit and talk about their experiences and answer questions from students. Information about the SAT and ACT tests are provided.	Financial Aid Night with student and parents collaboration College application workshops 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 from technical schools, armed forces, a variety of local businesses and county recruiters, public safety, Hesperia City government and alumni.	Community College information 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.

FAFSA Workshops

It's My Life (career day)

ROP

ASVAB test

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.

Military recruiting visits

Job shadowing

Women in Math and Science Conference at VVC.

Peer Counseling Program

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.

AVID (after school tutoring)

Individual teacher tutoring

Early College Academy

VVC Bridge Program

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

Rena's Dresses

Homebound Program

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.

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

teacher and a math intervention teacher who are able to give specific instruction to our struggling students.

Math Intervention Teacher

Early College Academy

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.

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.	Teacher Involvement Integrated classroom that support all level of students Constant updated information of students' academic progress, through PowerSchool
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.	At Risk Parent Program Odyssey Credit Recovery- Class Partnered schools for alternative education.
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.	Counseling Services SELPA SST Intervention Program Odyssey Credit Recovery- Class
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 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 four weeks before the semester is finished. All students receive a progress report at week nine, which is their quarter grade.	Progress Reports and Report Cards 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 grades and progress, attendance and teacher contact information.	ACE Program 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 to be admitted into the program.	Wednesday Walk In Workshop (WWW) Special Education Career Assessment Survey CCRC
The AVID (Achievement Via Individual Determination) program is supported by core curricular teachers that 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 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.

LINK &
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

Findings	Supporting Evidence
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.	Early College Academy Honors & AP Courses Counseling Office and Teacher Involvement ODYSSEY program (during and after school credit recovery class)
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.	Summer school for advancement and remediation Referral to alternative education settings
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.	Seventh period ROP classes Reading support classes After school credit recovery for English
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.

Co-Curricular Activities

Findings	Supporting Evidence
Student Of The Month lunches are an activity between students and teachers that help improve classroom management & discipline. Helps to build stronger connections & better communication, especially for students who usually don't get much recognition.	Student of the Month lunches w/ staff Engineering & Design Robotics
Several programs to prepare students for careers in technology are available on campus during and after school. Mock trial encourages students who are interested in pursuing a law career. The Interact club is a club that focuses on reaching out to the community to perform community service. Our automotive class is an excellent program that allows our students to be well prepared to leave high school and enter and succeed in the automotive industry. Several of our past students have found success and praise in the automotive world after coming through our program. Our engineering and robotics program is another program that allows students to gain valuable experience in this field. Currently one of our robotics teams has qualified to compete in the upcoming world championships. Hesperia 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.	Mock Trial Club Hesperia Broadcasting VVC Articulation with ROP courses Summer Boy's Basketball Camp AVID Annual Athletic Academic seminar
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	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p> <p>Advanced Disposal Art Contest is a contest open to K-12 students. Students must design a poster on the theme:</p>	<p>District Parent Center</p> <p>On Site Anger Management Classes</p> <p>Club Rush - Fall & Spring Club Fairs</p> <p>Annual Art Show</p> <p>Art Contests</p> <p>"This is Us" project</p> <p>Band & Orchestra</p> <p>Choir</p> <p>Drama</p>

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 photos of a student of staff member that they felt was energetic and dynamic. These images were 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 perceptions. This survey covers topics several topics including, but not limited to discipline, supplies, the availability of counselors and perceptions of school safety.	HHS Student Survey Rena’s Dresses Annual Thanksgiving Baskets
HHS teachers and administrators have open door policies where students are able to talk to a staff member about 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 have been able to forge with students.	Annual Blood Drives Availability of PE clothes to those unable to purchase. 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 attitude about their appearance and feel confident to attend the prom. This allows them to make good Senior memories. Alumni Feedback

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 Olympiad, 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 Olympiad, 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:

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Position: Principal
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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 21st 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 CTIP 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.

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.

4. 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.

7. 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.

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 achievement. 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.

16. 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.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			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						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			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 during PLC collaboration time, department meetings as well as in the planning of future professional development.
- No API data is available for 2014
- 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.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			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	--	--	--
Percent At or Above Proficient	47.8	51.8	53.3	51.7	58.2	69.7	29.4	51.7	41.0	--	--	--
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	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			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	--	--	--

Conclusions based on this data:

1. 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.
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.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			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	--	--	--
Percent At or Above Proficient	46.7	47.9	48.3	56.2	49.5	52.6	34.3	51.7	35.9	--	--	--
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	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			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:

1. 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.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		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:

1. 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.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	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

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	--	187	--	188
Percent Met	--	50.7%	--	50.5%	--	53.6%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	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:

1. 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.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	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

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	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:

1. 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.

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 EI 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 expansion 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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide a variety of student and teacher driven tutoring (EPC 2.2, 2.4) 1. Train peer tutors 2. Identify students to attend 3. Approve the over contract hours for teachers for after school tutoring classes 4. Arrange the facilities and materials for the program 5. Publicize after school tutoring in classes, school website, Blackboard, and bulletin announcements 6. Recruit, hire, train college students to administer lunch/after school tutoring 7. Recruit and hire a bilingual assistant for after school tutoring 8. Arrange the transportation for students leaving after school tutoring	7/1/2014 - 6/30/2015	1. AVID coordinators and AVID site team 2. Assistant Principal 3. Administrative Team 4. Teachers 5. Counselors	After school bilingual aide tutoring	2000-2999: Classified Personnel Salaries	LCFF-ED	2,000.00
			Maintain and update computers and equipment in tutoring centers	4000-4999: Books And Supplies	LCFF-ED	1,806.00
			AVID tutor salaries	2000-2999: Classified Personnel Salaries	LCFF-ED	4,608.00
			Provide Over Contract Time for teachers in tutoring center	1000-1999: Certificated Personnel Salaries	LCFF-ED	4,200.00
			Provide Over Contract Time for Tutoring coordinator	1000-1999: Certificated Personnel Salaries	LCFF-ED	1,680.00
			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 2. Request over contract hours for teachers 3. Hire a teacher for each class 4. Purchase of credit recovery program licenses	7/1/2014 - 6/30/2015	1. Counseling 2. Assistant Principal 3. Administrative Team 4. Teachers	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
			Licenses for credit recovery programs	5000-5999: Services And Other Operating Expenditures	LCFF-ED	20,900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>C. Continue to support intervention programs for academic core classes and CAHSEE prep.(EPC 2.2, 2.3,9.1,9.2)</p> <p>1. Purchase Revolution and CAHSEE 380 agreements, or other CAHSEE Prep materials</p> <p>2. Purchase 9th grade Pre-CAHSEE materials and assessments</p> <p>3. Renew and purchase licenses for reading programs and ongoing assessments for Accelerated Reader</p> <p>4. Maintain computer labs for use</p> <p>5. Identify students for the classes</p> <p>6. Assess Skillbuilders students at end of sophomore year to determine placement in CAHSEE prep.</p> <p>7. Coordinate curriculum and remediation to focus on performance standards and skills that students will need to pass the CAHSEE</p> <p>8. Continue to support SSR within the weekly academic minutes</p> <p>9. Reading teachers to use SRA Corrective Reader, Close Reading, Inferential Reading Strategies, and Collaborative Annotation</p> <p>10. Purchase of intervention programs and materials for academic core classes</p> <p>11.Intervention personnel</p>	7/1/2014 - 6/30/2015	1. Academic Core department chairs 2. Assistant principal 3. Counselors 4. Administrative Team 5. Teachers	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
			Purchase diagnostic testing materials for academic core subjects and CAHSEE materials	4000-4999: Books And Supplies	LCFF-ED	500.00
			Licenses for web based intervention programs for academic core subjects and CAHSEE prep	5000-5999: Services And Other Operating Expenditures	LCFF-ED	26980.00
			Certificated personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	152,000.00
			Classified personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	49,000.00
			Math and ELA intervention programs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	25,000.00
<p>D. Provide diagnostic assessment for incoming 9th graders and current students intervention in their academic core subject classes.(EPC 2.1,3.1)</p> <p>1. Use a diagnostic reading assessment for 8th graders, incoming 9th graders</p>	7/1/2014 - 6/30/2015	1. Academic core department chairs 2. Counselors 3. Assistant Principal 4. Teachers 5. Administrative Team	Purchase of materials to support intervention programs for incoming 9th graders	4000-4999: Books And Supplies	LCFF-ED	500.00
			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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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, ELD/SDAIE, AVID, Reading Intervention programs, Differentiated Instruction, and Best Practice teaching strategies (EPC 5.1,6.1, 6.2,8.1) 1. Inform department chairs, Leadership Team, and individual teachers of available staff development opportunities 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 continual implementation of the PLC process 5. Work with district and county	7/1/2014 - 6/30/2015	1. Department chairs 2. Assistant Principal 3. Teachers 4. Administrative Team	Guest teachers for EL/ELD training EL/ELD coordinator EL/ELD/SDAIE training Supplies for PLC team implementation Research based professional development such as PLCs, AVID,EAP, Data analysis, Reading Intervention programs, Differentiated Instructional, and Best Teaching practices, etc. Overcontract for PLC leads	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF-ED LCFF-ED LCFF-ED LCFF-ED LCFF-ED LCFF-ED	600.00 2,500.00 0 0 12,000.00 5,000.00

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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 5.1) 1. Inform academic core department chair of available conferences 2. Encourage teachers to attend available conferences 3. Use of Teacher pull-outs for training and collaboration	7/1/2014 - 6/30/2015	1. Academic core department chairs 2. Assistant Principal 3. Administrative team	Academic Core conferences	5000-5999: Services And Other Operating Expenditures	LCFF-ED	6,000.00
			Guest Teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	1,500.00
			Professional Development/Conferences to assist struggling and underperforming students	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 teams 2. Monitor student progress and reteach areas of weakness after common assessments 3. Pacing guides, Single Assessments, and Curriculum maps to be refined with the development of common assessments 4. Develop Data Analysis protocols with the PLC teams 5. Provide high interest, culturally significant reading material	7/1/2014 - 6/30/2015	1. PLC team leads 2. Academic core Department Chairs 3. Assistant Principal 4. Administrative Team	Supplemental reading materials for ELD class	4000-4999: Books And Supplies	LCFF-ED	3000.00
			Supplemental reading materials, AVID weekly, high interest novels	4000-4999: Books And Supplies	LCFF-ED	1000.00
			Materials for Common assessments	4000-4999: Books And Supplies	LCFF-ED	0
			Instructional materials for academic intervention classes	4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	80,000.00
			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	1. EL/ELD coordinator 2. Counseling staff	Bilingual assistants' salaries	2000-2999: Classified Personnel Salaries	LCFF-ED	69,645.00

Hesperia High School: Chapter V Schoolwide Action Plan

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Schedule bilingual assistants based upon classes with English Learners 2. District CELDT testers will assess and provide student CELDT levels		3. Assistant Principal				
I. Increase use of visual, experiential and technology based instruction, to improve modeling, guided practice and EL strategies. 1. Order equipment, hardware, software, and other hands on materials for the classroom and academic core computer labs 2. Train teachers in implementation 3. Provide feedback to teachers regarding classroom walk through and levels of engagement 4. Assign the administration team to a walk through schedule (EPC 6.1,6.2)	7/1/2014 - 6/30/2015	1. Principal 2. Assistant Principal 3. Department Chairs 4. Teachers 5. Administrative Team	Guest teachers Teacher training for implementation of EL/ELD software, such as Rosetta Stone TVs, LCDs, monitors, and bulbs Discovery Learning, Learn 360, Turn It In, and other subscriptions Supplementary materials Purchase equipment and software programs licenses such as Rosetta Stone Hardware and software for the classrooms and labs	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF-ED LCFF-ED LCFF-ED LCFF-ED LCFF-ED LCFF-ED	0 0 2,500.00 0 100.00 24,194.00 250.00
J. Use of technology, such as, Communicator Boards, Tablet PCs, Turning Point, Interwrite Pads, Elmos, and/or Smart Boards to increase checks for understanding 1. Purchase necessary hardware and software 2. Train staff in use of technology and interactive strategies	7/1/2014 - 6/30/2015	1. Academic core Department Chairs 2. Assistant Principal 3. Administrative Team	Maintain wireless receivers in every classroom Turning Point, Tablet PCs and related software to maintain equipment Smart Boards for Intervention Rooms	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF-ED LCFF-ED Title I Part A: Targeted Assistance Program	500.00 500.00 25,000.00

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 EI 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:
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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Increase and maintain enrollment in AVID and AP classes. 1. Take a team of students and 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	7/1/2014 - 6/30/2015	1. Counselors 2. AVID coordinators 3. Department Chairs 4. Assistant Principal 5. Administrative Team	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	2,000.00
			AVID training	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1,000.00
B. Increase awareness of career and college opportunities. 1. Order brochures describing each of the career opportunities 2. Present an orientation program with registration packets to include information on all programs available 3. Provide opportunities for students to visit college campuses 4. Host a variety of college and career speakers on campus 5. To provide students the opportunity of assessment testing for community colleges and universities 6. Schedule all English classes into career center for Eureka and other	7/1/2013 - 6/30/2014	1. Career Center 2. Counseling office 3. AVID coordinators and teachers 4. Leadership Team 5. Assistant Principal	Assemblies and field trips for English Learners	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1000.00
			Guest teachers for EL/ELD teachers to attend field trips	1000-1999: Certificated Personnel Salaries	LCFF-ED	500.00
			College tours/field trips	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1000.00
			CSU/UC conferences for counselors and career center personnel	5000-5999: Services And Other Operating Expenditures	LCFF-ED	1,000.00
			Provide resources/furniture/supplies 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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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.						
C. Every staff member will identify four students with whom to work closely in goal setting and mentoring (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	1. Every staff member with guidance from Assistant Principal 2. Administrative Team	Incentives and materials for EL Fab Four students Incentives and materials for Fab Four students	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF-ED LCFF-ED	0 0
D. Support the Renaissance and Link Crew Mentoring Program 1. 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 Renaissance cards, student of the month, Link Crew activities	7/2/2013 - 6/30/2014	1. 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 LCFF-ED	500.00 1,000.00
E. Dedicate a portion of the bulletin, school newspaper, and bulletin boards to academic recognition	7/1/2013 - 6/30/2014	1. Activities Director 2. College and				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Inform the Career Center, Counseling office, and Journalism teacher of the expectation of student recognition being included 2. 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	1. Data Processing Specialist 2. Assistant Principal 3. 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 LCFF-ED	2,000.00 0
G. Increase number of articulation agreements and connections with businesses 1. Send teachers/counselors to VVC, 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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. Mail 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	1. Counselors 2. Teachers				
I. Plan events for parents such as AVID night, ELAC, Back to School, Open House, Orientation, and College Awareness Night 1. Schedule events for parents for all subgroups of students 2. Update calendar on Powerschools regularly 3. Inform parents via letters, hesperiaonline.com, phone messages, and Parent Center 4. Provide Spanish translation to Spanish-speaking parents	7/1/2013 - 6/30/2014	1. Administrative Team 2. Club advisors 3. EL teachers/aides 4. EL/ELD Coordinator 5. Technology support personnel	Postage to inform parents for ELAC meetings Materials for ELAC meetings Over contract for bilingual assistants to attend ELAC Materials for parent meetings	4000-4999: Books And Supplies 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF-ED LCFF-ED LCFF-ED LCFF-ED	261.00 100.00 0 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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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	7/1/2014 - 6/30/2015	1. Vice Principal				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. PEER Assistants to provide peer counseling and conflict mediation 1. Recruit students for program 2. Work with teachers and Vice Principals for recommendations 3. Advertise referral process 4. Train Peer Advisor	7/1/2014 - 6/30/2015	1. Peer Advisor Counselor Traci Lanning 2. Peer Advisor Teacher Misha Padilla 3. Administrative Team 4. Teachers	PEER materials and training for EL students PEER materials and training Guest teachers	4000-4999: Books And Supplies 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	LCFF-ED LCFF-ED LCFF-ED	1,092.00 500.00 150.00
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 activities 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	1. Vice Principal, Student Activities 2. Renaissance and Link Crew Coordinator 3. 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 to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
E. Information and Training 1. Staff will be informed regularly of suspension/expulsion data 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	7/1/2014 - 6/30/2015	1. Administrative Team 2. Classified Staff 3. Certificated Staff 4. School Police	Conferences/Seminars Trainer for Staff Development	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF-ED LCFF-ED	500.00 0
F. Communication 1. School newsletter, newspaper, hesperiaonline.com, webpage to provide up-to-date information to parents and community 2. Phone auto-dialer; to call students' homes with school announcements, 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 communicating with the families of the various sub-groups on our campus to improve parent involvement in the educational	7/1/2014 - 6/30/2015	1. Administrators 2. Teachers 3. Counselors and Office staff 4. Computer/Media Technicians 5. School Police	Mail postage to communicate with intervention student's parents Parent-Community Liaison Parent center support	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program Title I Part A: Parent Involvement Title I Part A: Targeted Assistance Program	8,000.00 15,000.00 5,000.00

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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)	7/1/2014 - 6/30/2015	1. Administrative Team 2. Counselors 3. School Police and Probation Officer 4. Teachers				

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 EI 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.

Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
1. Teachers will report student completion of technology based assignments. 2. Progress towards this goal will be evaluated by percentage of student work completed utilizing technology and age-appropriate skills. 3. Progress will also be monitored by evidence of increased use of technology in classrooms and increased proficiency on EdTech profiles.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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 technology-based classroom instructional tools 2. Train teachers in new technology and software use 3. All staff members 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.	7/1/2014 - 6/30/2015	1. Administrative Team 2. Computer Learning Specialists 3. Department Chairs 4. Teachers	Train teachers in new technology use	5000-5999: Services And Other Operating Expenditures	LCFF-ED	3000.00
			Purchase hardware and software to keep classroom computers up to date	4000-4999: Books And Supplies	LCFF-ED	2000.00
			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 Staff 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	1. Administrative Team 2. Computer Learning Specialists	Guest teachers	1000-1999: Certificated Personnel Salaries	LCFF-ED	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>student engagement. (EPC 2.1)</p> <p>1. Train teachers in using various modes of technology and data analysis to provide instruction to meet researched based instructional strategies</p> <p>2. Appropriate software and support materials will be purchased and maintained</p> <p>3. To provide teachers with differentiated instruction options needed for EL and Special Education students to enhance learning</p> <p>4. Train teachers in project based learning to enhance student exposure to cross curricular technology based projects</p> <p>5. Departments will identify specific activities and projects to meet the technology objective for students</p> <p>6. Students will use technology tools to enhance learning, increase productivity, work collaboratively, promote creativity, information gathering, problem solving, and improve skills for the CAHSEE/CST</p> <p>7. Teacher will develop in their curriculum student internet safety, identity protection, and the prevention of cyberbullying.</p>		<p>3. Library Clerks</p> <p>4. Library Media Specialists</p> <p>5. Vendor trainers of products being purchased</p> <p>6. Teachers</p>	<p>Support materials and equipment</p> <p>Training for teachers</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	LCFF-ED	<p>500.00</p> <p>500.00</p>
<p>D. Communication with all stakeholders</p> <p>1. To train staff on district email system to improve communication at the site and with parents</p> <p>2. To provide training for all teachers in use of Powerschools</p> <p>3. Maintain updated website and</p>	7/1/2014 - 6/30/2015	<p>1. Administrative Team</p> <p>2. ELD Coordinator</p> <p>3. Technology Coordinator</p> <p>4. Activities Director</p> <p>5. Video and</p>	<p>Over contract hours for webpage coordinator</p> <p>Obtain equipment and supplies to support school website and video production</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	LCFF-ED	<p>0</p> <p>3,332.00</p>

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	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	1000-1999: Certificated Personnel Salaries	LCFF-ED	200.00
			Related expenses for workshops/conferences	4000-4999: Books And Supplies	LCFF-ED	0

Centralized Services for Planned Improvements in Student Performance

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

Summary of Expenditures in this Plan

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

Summary of Expenditures in this Plan

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

Summary of Expenditures in this Plan

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

Summary of Expenditures in this Plan

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosenna Flynn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paulette Trujillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Terry Maxwell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamison Jaques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carter Gray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Everett	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pat Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Polmouter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Cardona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daniel Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leydy Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Martin Villegas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Chaffin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Seitz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeremy Topete	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randy Lockie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Seitz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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) 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. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

<input type="checkbox"/>	State Compensatory Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	English Learner Advisory Committee	_____
		Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____
		Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	_____
		Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee	_____
		Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	_____
		Signature
<input type="checkbox"/>	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Michelle Estrada	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
Tony McGuyer	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



APPENDIX



Hesperia High School

2014-2015 Bell Schedules

Regular Schedule - M/F

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.)

Regular Schedule - T/TH 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.)

Club Fair/Pep-rally Schedule

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)

Late Start 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.)

Minimum Day Schedule

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.)

2014 - 2015

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	Const I	Const/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, J.	C-2 / 3981	Art I	Conference	Art I	Art I	Art I	Art I
Campbell, J.	C-1 / 3980	Art I	Art I	Art I	AP Studio Art Drawing	AP Studio Art Drawing	Conference
Carlson, E.	N-28 / 4057	Conference	Intro Phys Sci	AVID I	AVID I	Intro Phys Sci	Intro Phys Sci
Carlson, J.	S-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.	S-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.	S-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 Skills	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
Jacques, J.	S-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.	S-5 / 4114	Amer Gov	Amer Gov	US History N-10	US History N-10	World History N-10	Conference

2014 - 2015

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.	S-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
Mikkelsen, 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
Narvaz-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.	S-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	May/Prac Geo/Alg/Sci	May/Prac Geo/Alg/Sci	Collab PE	Science	Science	May/Prac Geo/Alg/Colli 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	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
Searce, M.	P-7 / 4075	Heritage Span I	Spanish IV AP	Heritage Span I	ELD /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	Conferece	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 I W-15	Practical Geometry	Practical Geometry	Practical Geometry

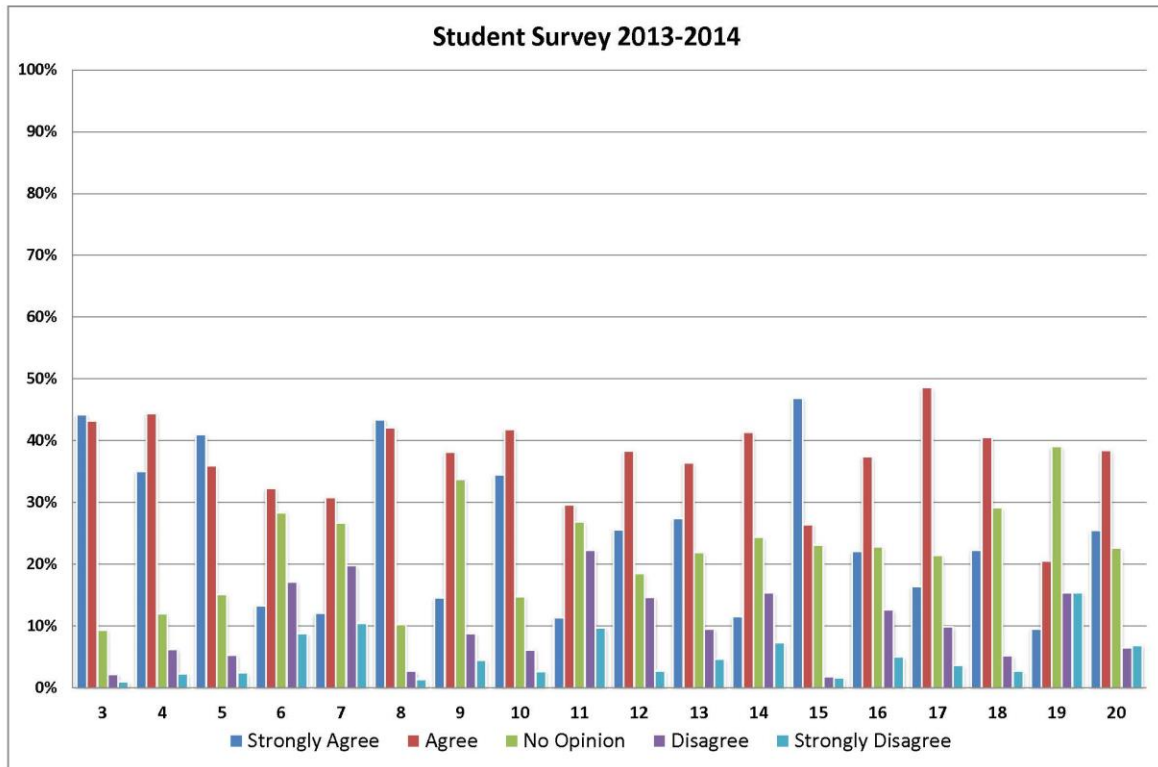
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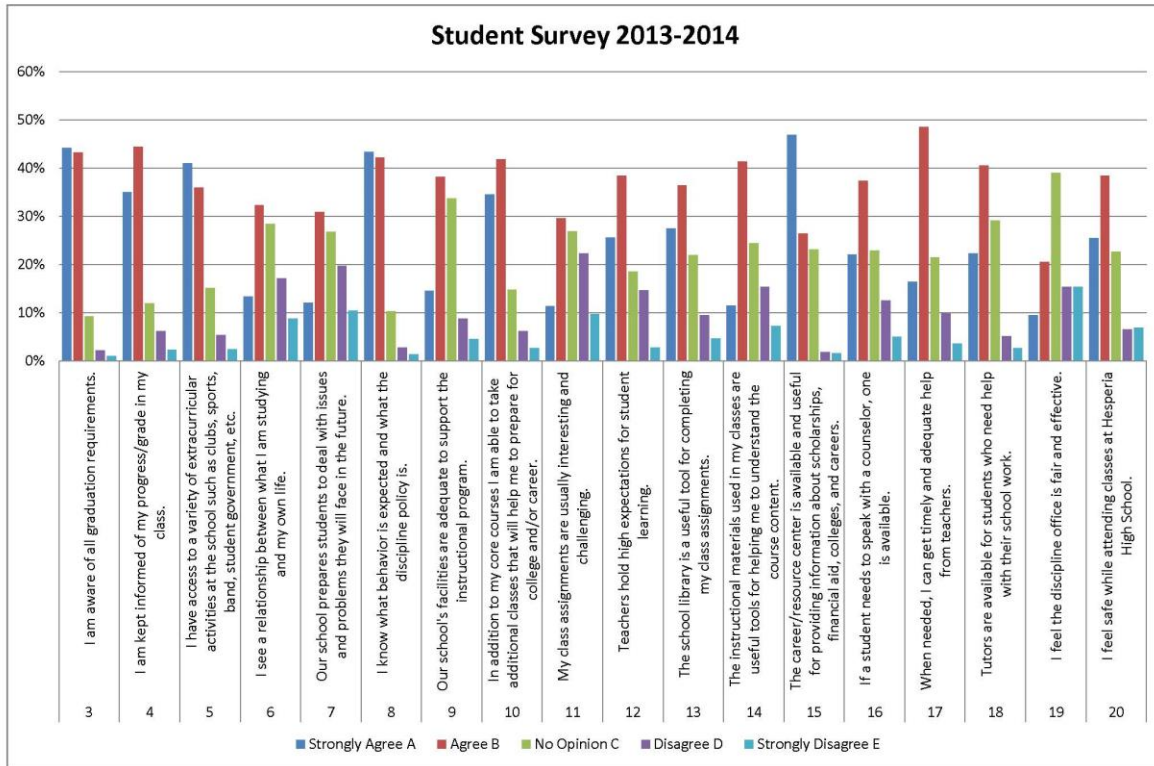
Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Topete, J.	Gym / 4100	General PE	Freshman PE	General PE	Conference	Freshman PE	Freshman PE
Turner, M.	W-7 / 4157	Geometry	Conference	Algebra I	Algebra I	Algebra I	Algebra I
Van Overbeke, J.	D-7-8 / 3996	Beg Photo	Stu Art AP/Beg Photo	Conference	Stu Art AP/Adv Photo	Beg Photo	Beg Photo
Vanderveer, T.	S-13 / 4122	Algebra II	Math Analysis	Calculus AB AP	Math Analysis	Conference	Algebra II
Vaughn, B.	Gym / 4023	Conference	General PE	General PE	General PE	General PE	General PE
Verduzco, P.	P-20 / 4086	Spanish I	Conference	Spanish I	Spanish I	Spanish II	Spanish I
Villalobos, C.	Gym / 4022	General PE	General PE	Conference	Modified PE	Sports Conditioning	Sports Conditioning
Wake, A.	N-29 / 4058	Biology	Biology	Conference	Biology	Biology	Biology
Wake, J.	N-27 / 4056	Anat/Phys	Conference	STEM Into Eng/Robotics	STEM Into Eng/Robotics	Anat/Phys	Anat/Phys
Yang, S.	N-22 / 4051	Conference	Algebra I	Geometry	Geometry	Geometry	Algebra I
Ybarra, D.	S-11 / 4120	English I	Conference	Physical Science	Physical Science	Eng II N-23	Eng II N-23
Zapien, N.	N-30 / 4059	Chemistry AP	Chemistry	Conference	Chemistry	Chemistry	Chemistry
Roseth, J.	D-3 / 3992	TUESDAYS ONLY	Work Experience	Periods 1, 2, 5, 6, 7			
Early College	W-11 / 4161						
Early College	W-20 / 4170						
Classes in bold represent collab classes							

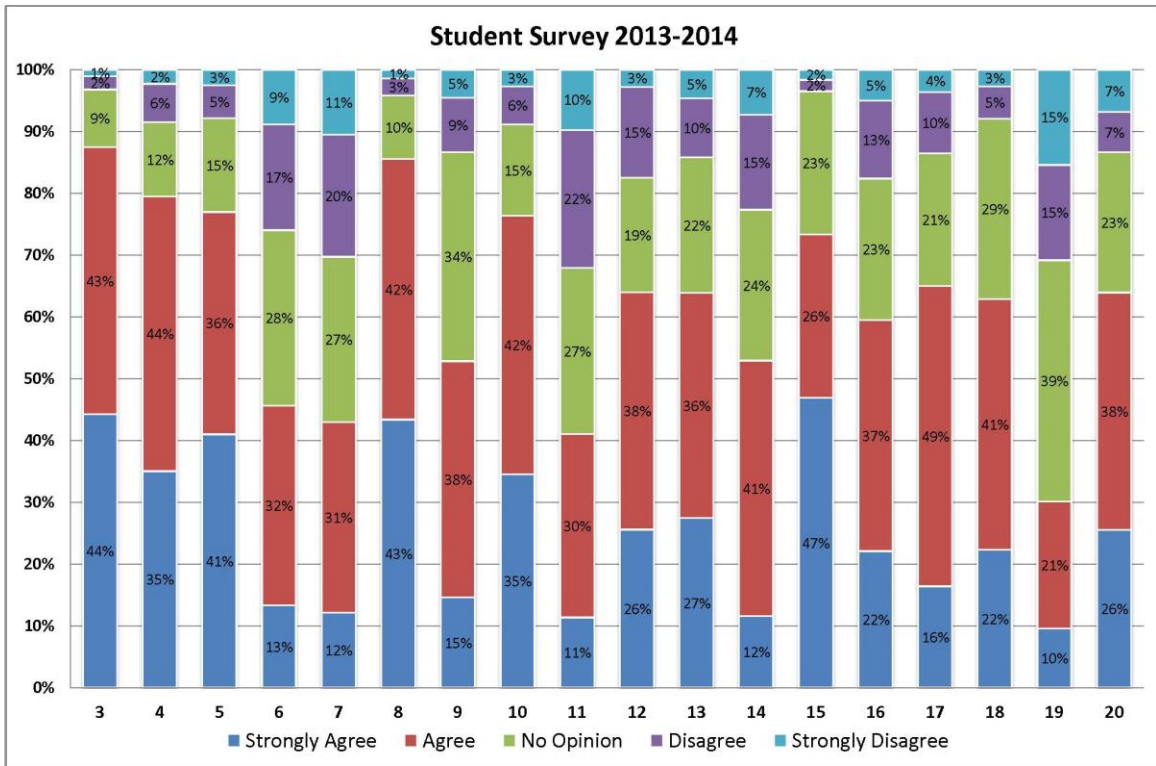
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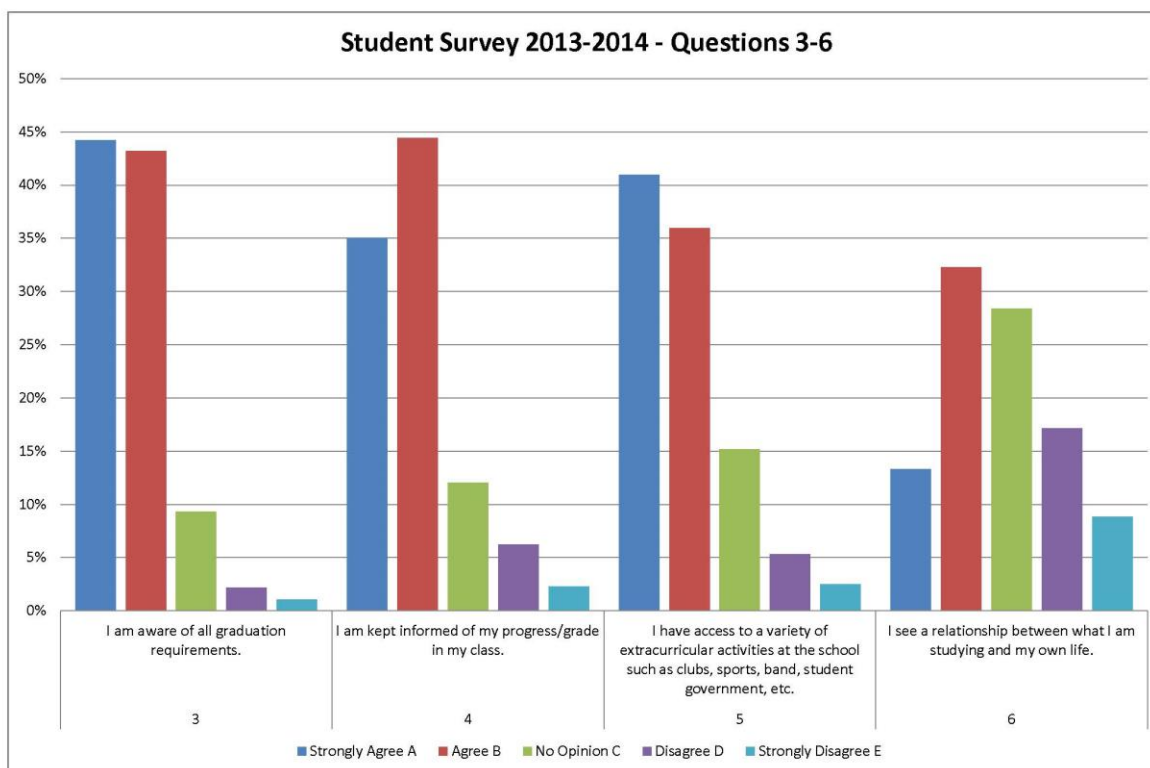
		9	10	11	12		Total Responses	Average Responses	Difference
1	What is your grade level?	456	421	350	110	1	1338	1559.85	-221.85
2	What is your gender?	749	777	5	5	2	1538	1559.85	-21.85
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree			
		A	B	C	D	E			
3	I am aware of all graduation requirements.	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 course 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 scholarship, 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
20	I feel safe while attending classes at Hesperia High School.	379	571	337	97	102	1486	1559.85	-73.85
Hi & Low Range							1338	1798	460

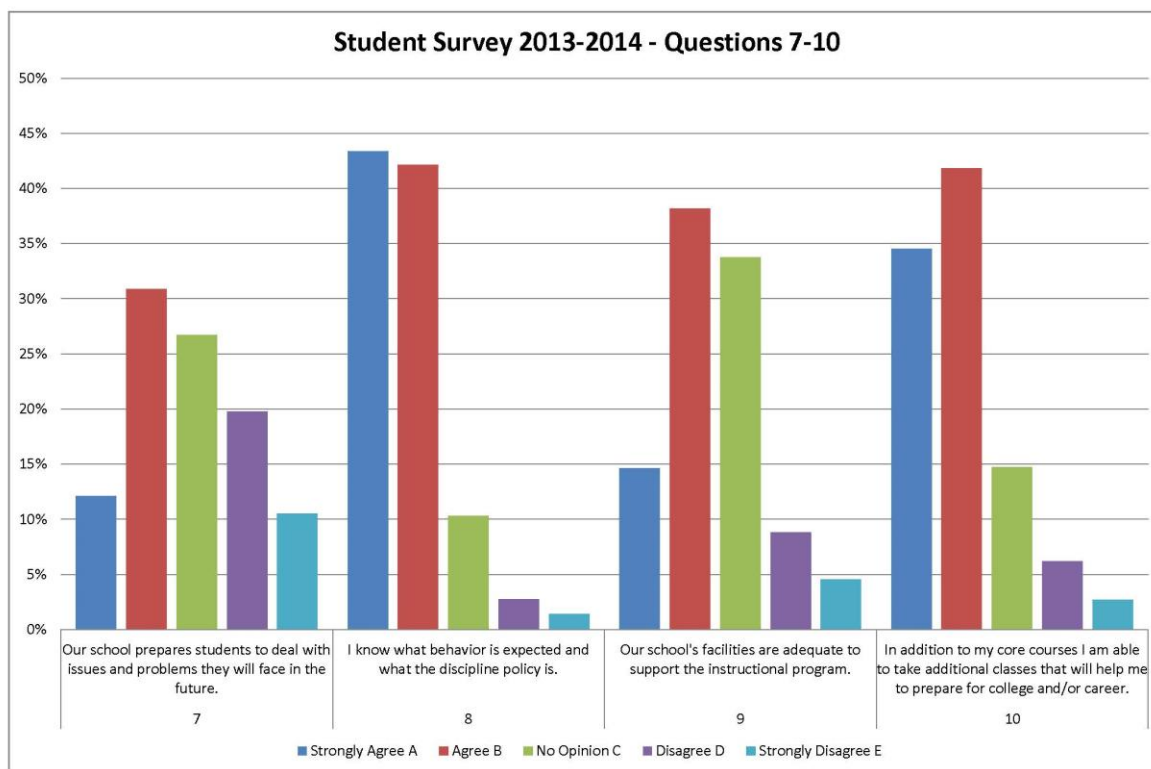
1	What is your grade level?	9	10	11	12	
		34%	31%	26%	8%	0%
2	What is your gender?	Male	Female			
		49%	51%	0%	0%	0%
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		A	B	C	D	E
3	I am aware of all graduation requirements.	44%	43%	9%	2%	1%
4	I am kept informed of my progress/grade in my class.	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%

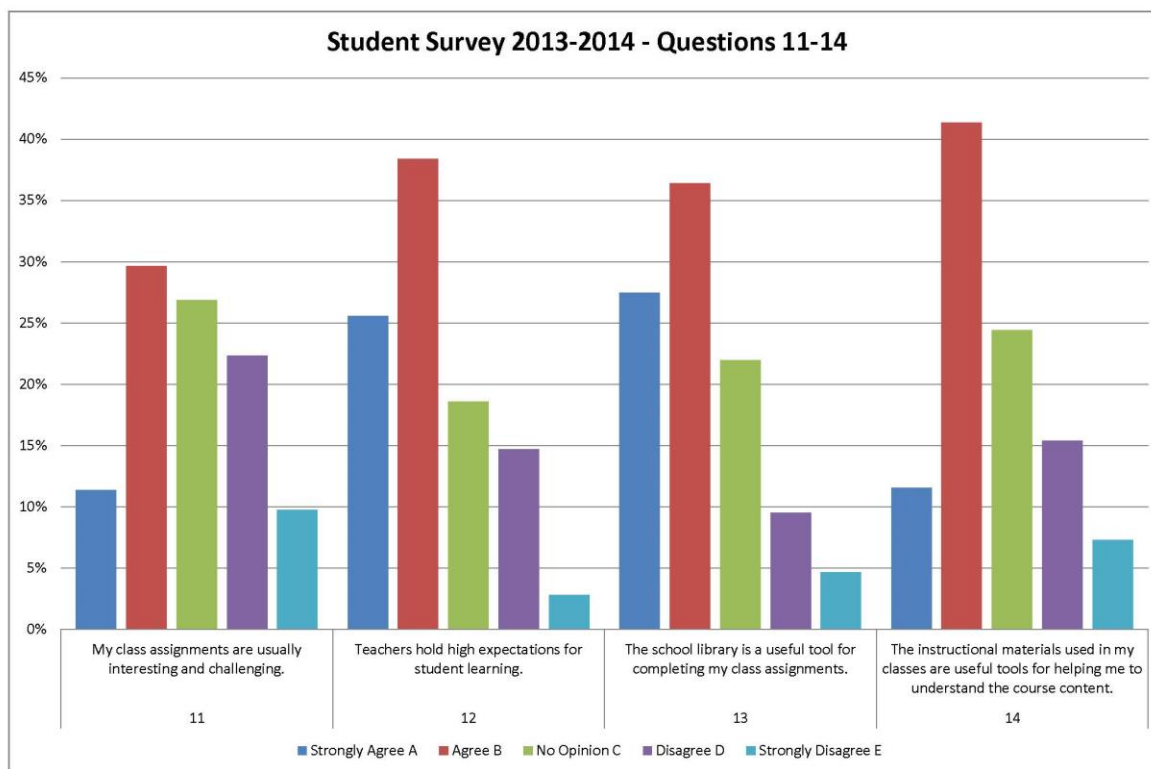


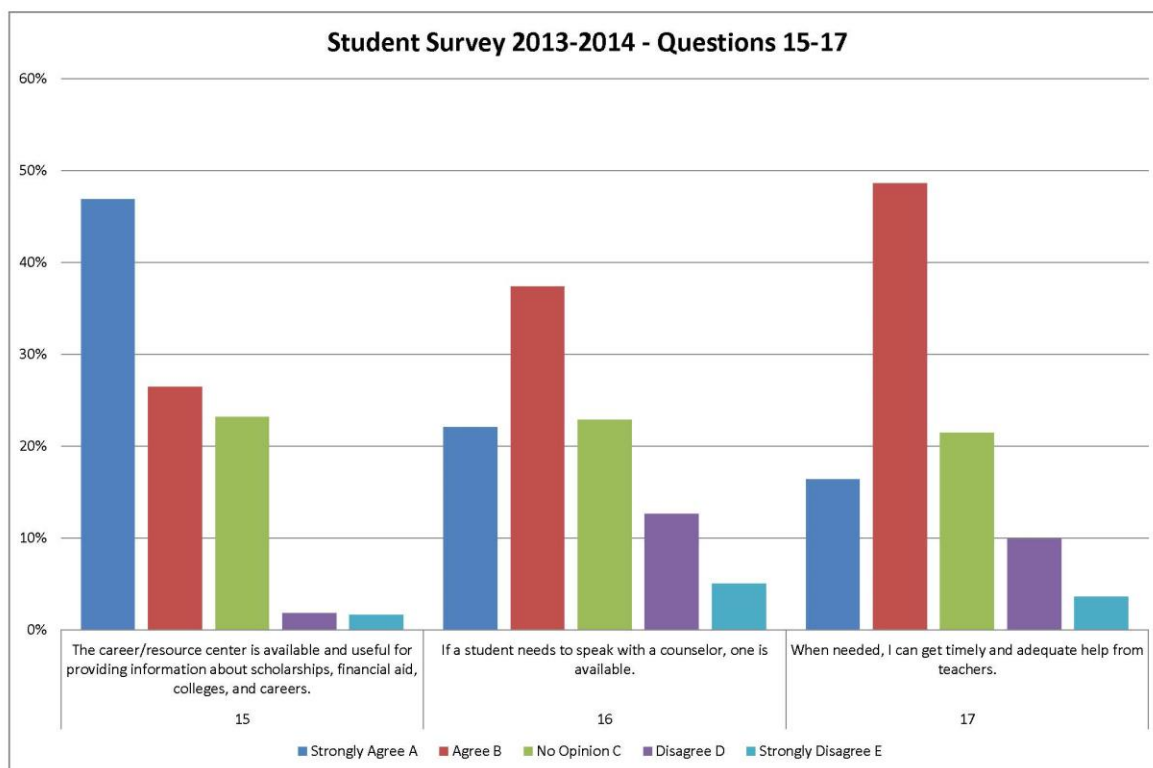


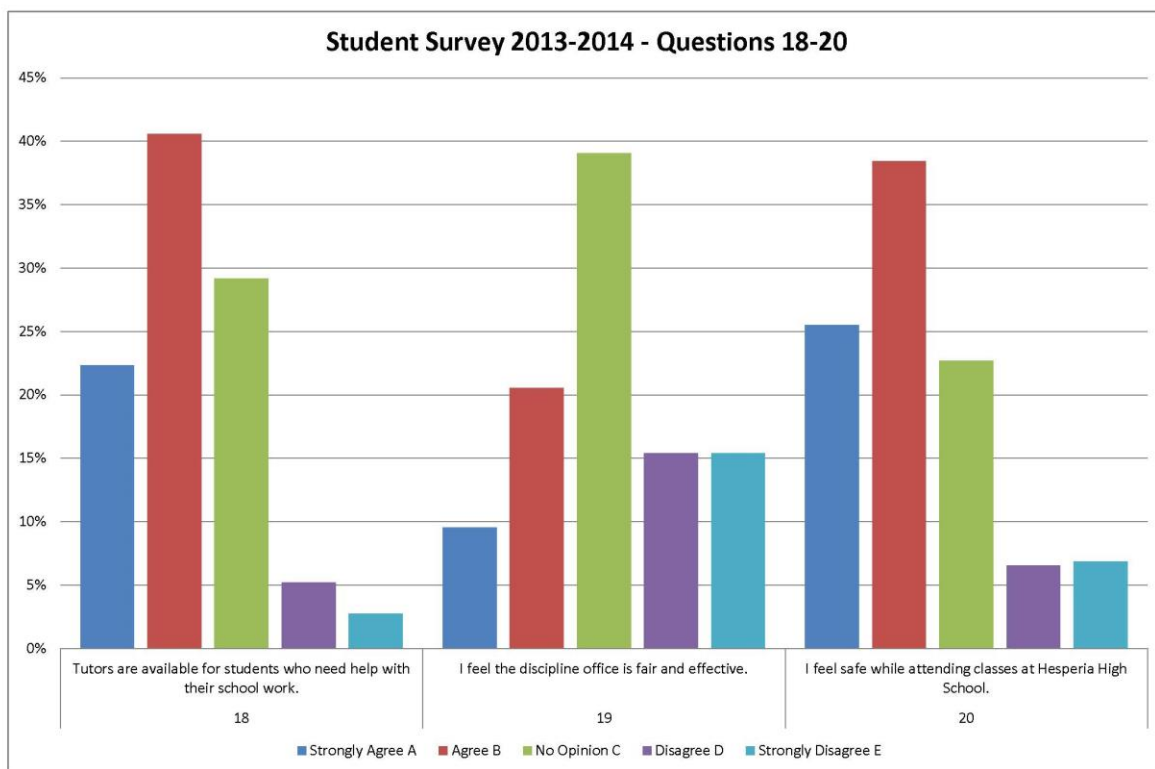




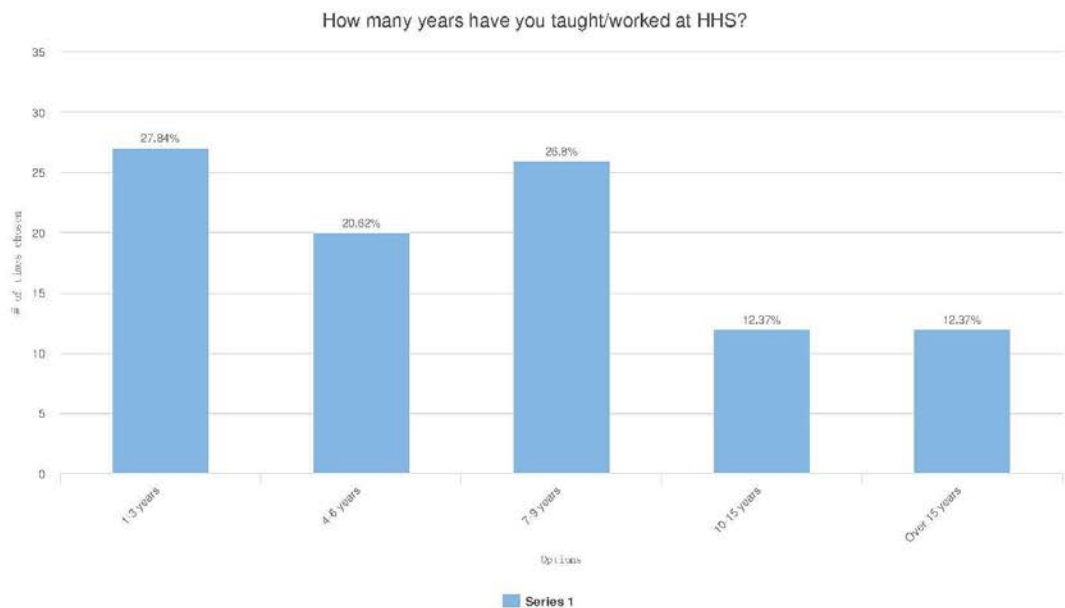
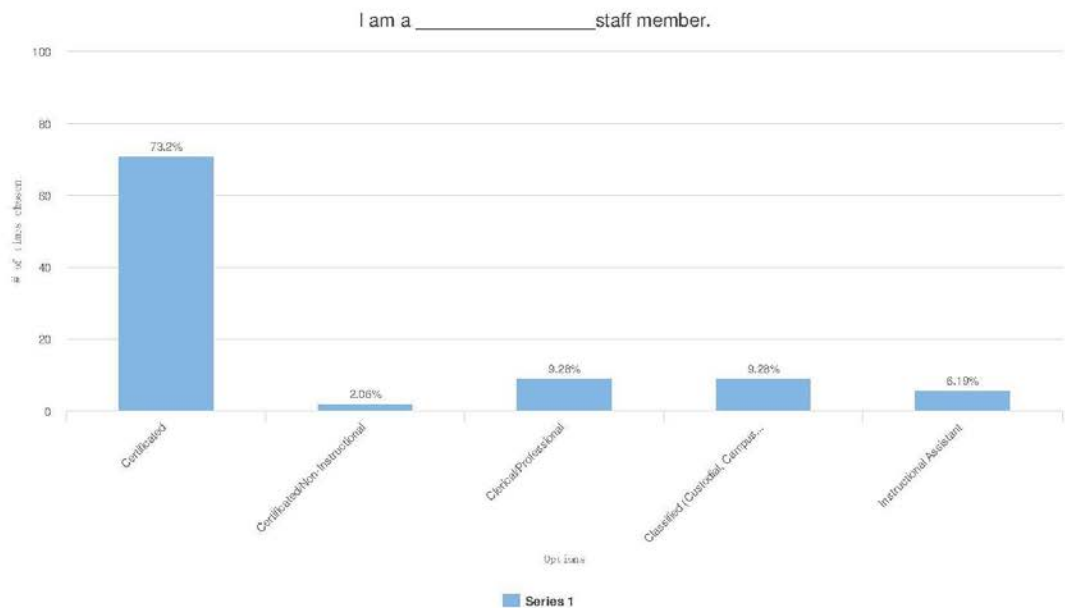


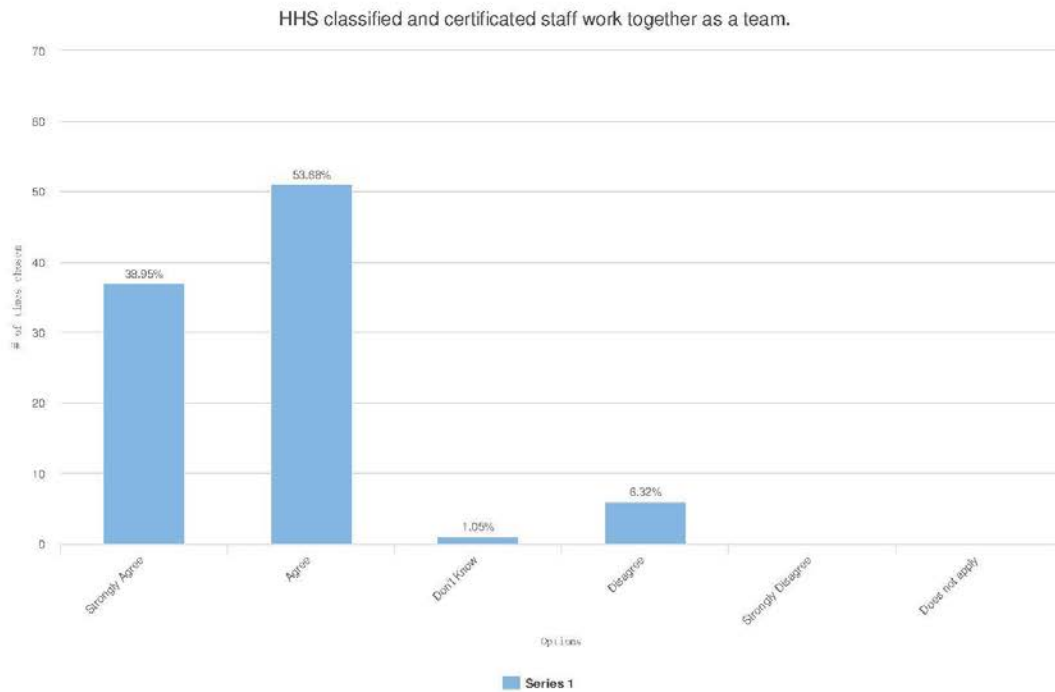
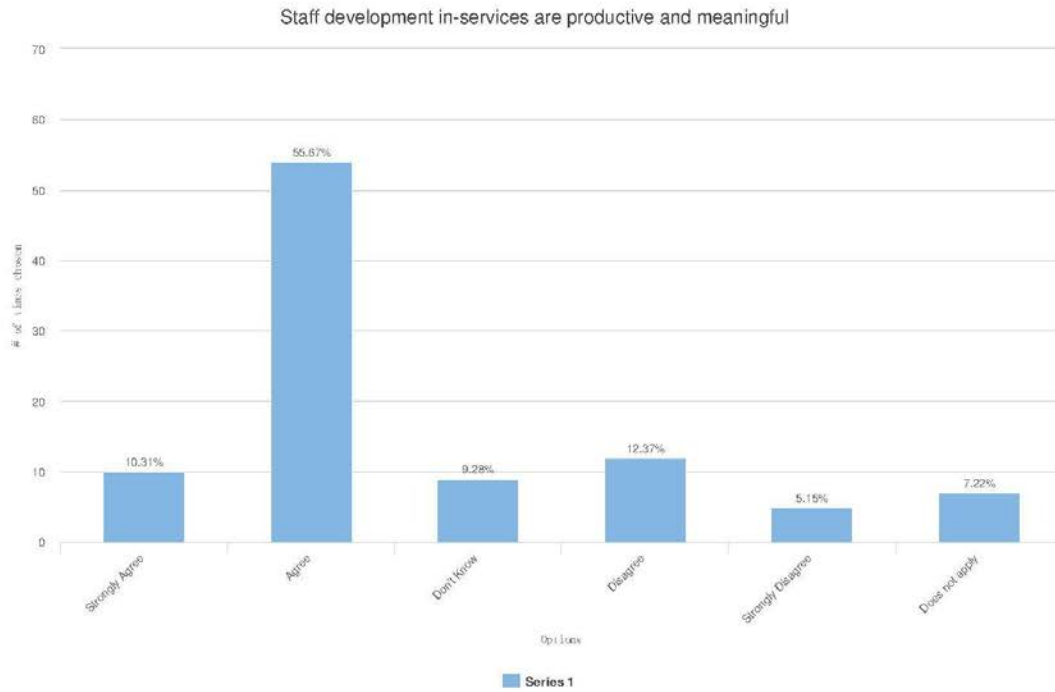


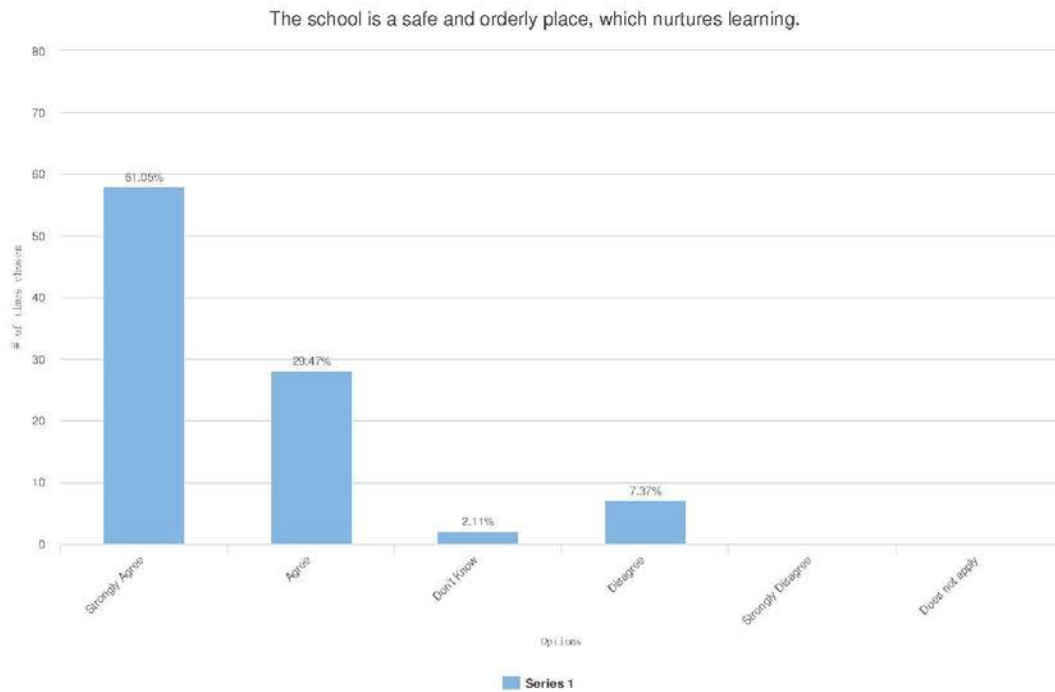
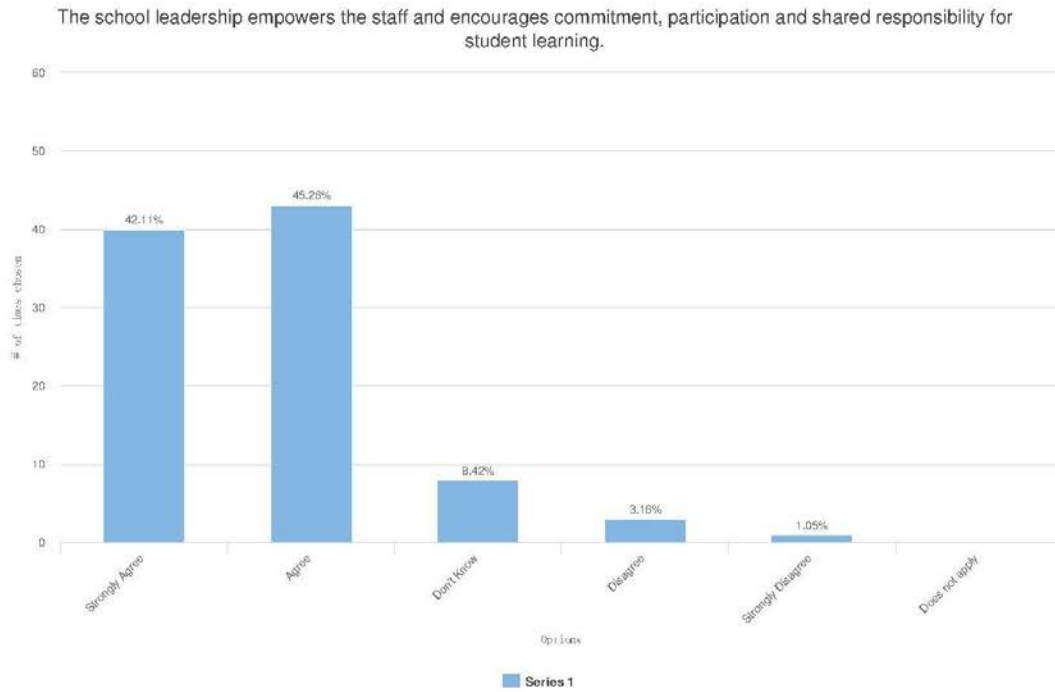




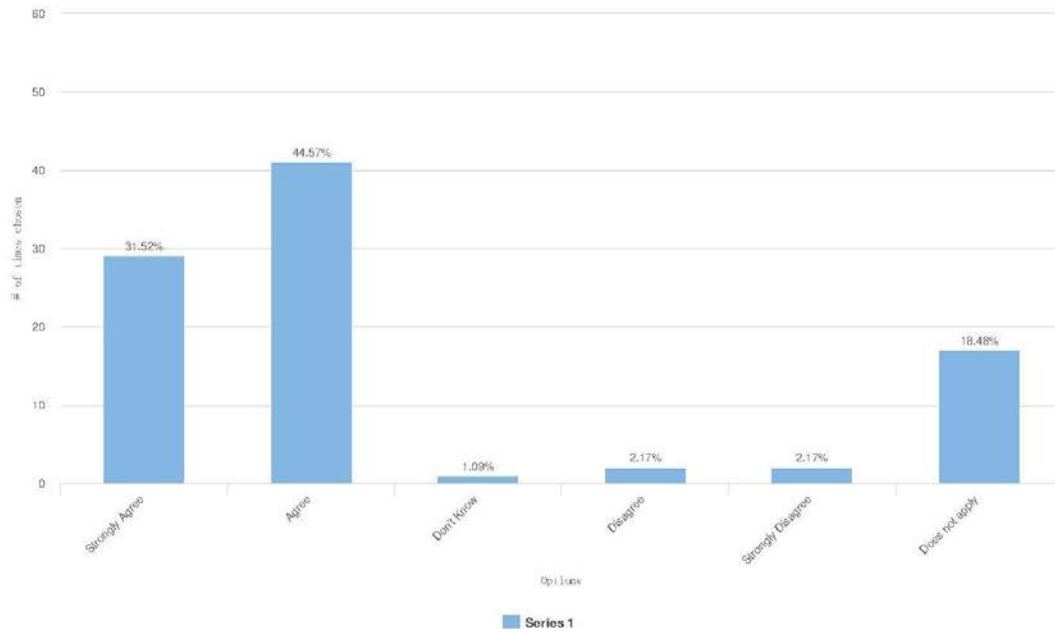
Staff Survey



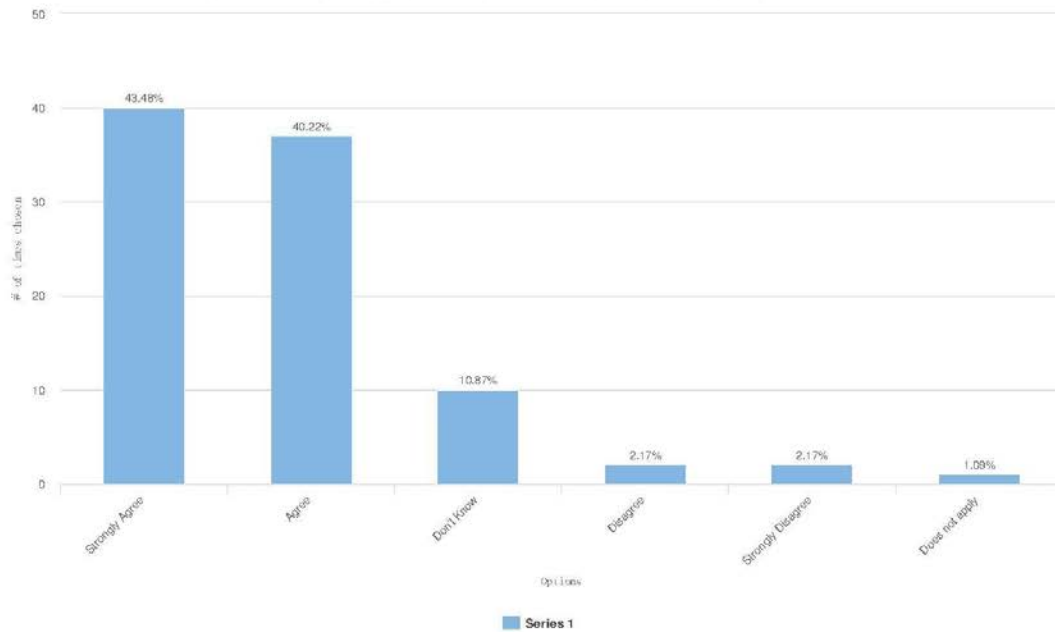


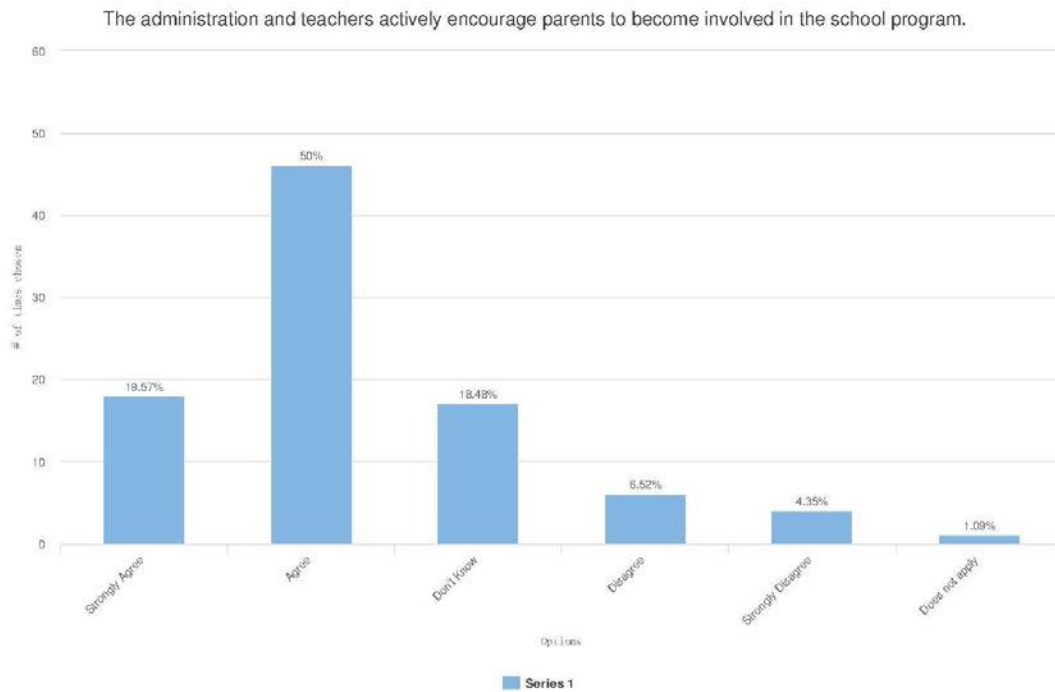
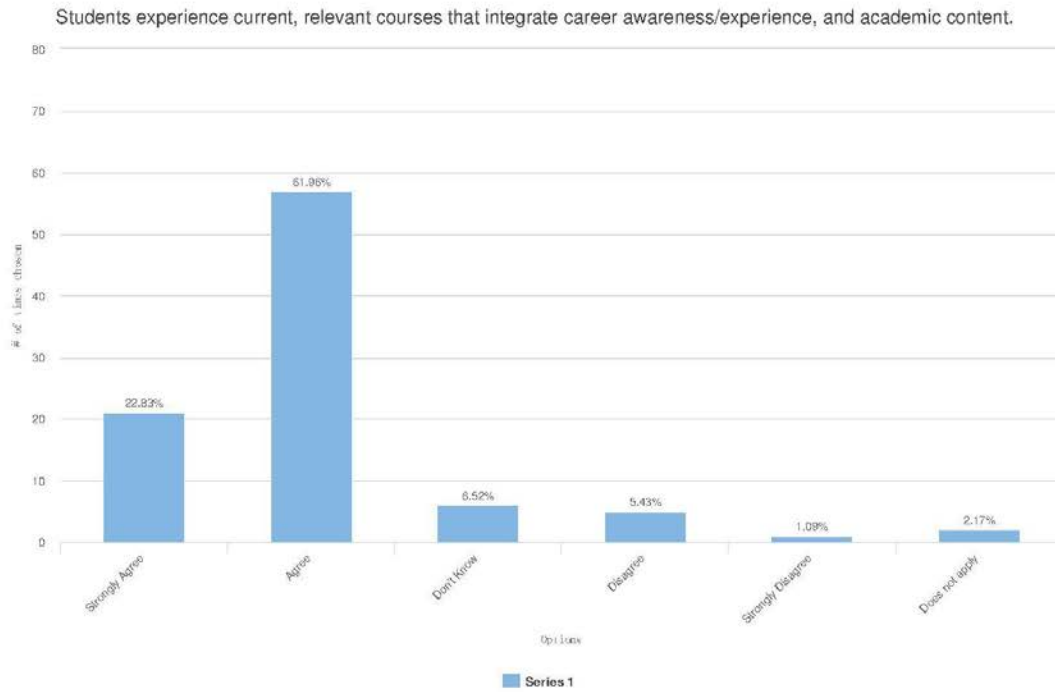


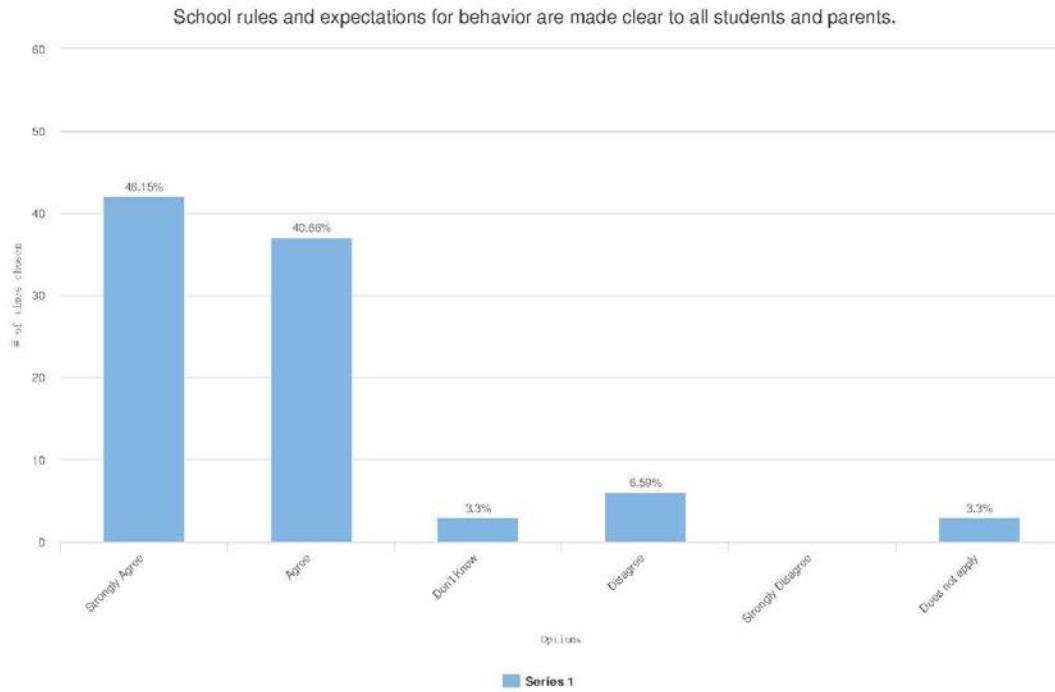
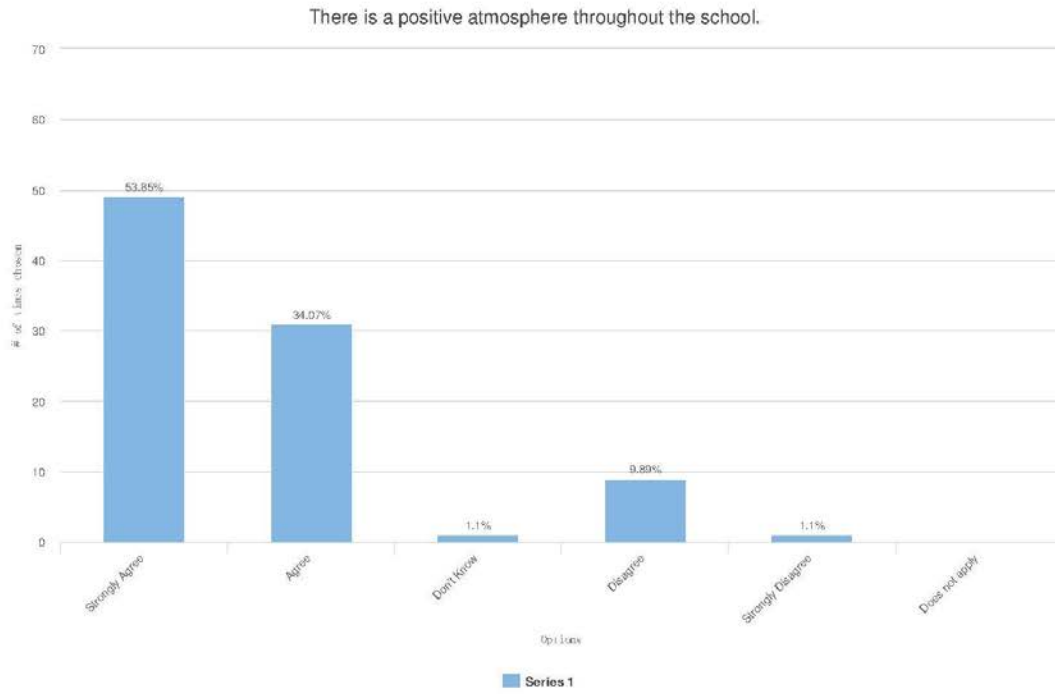
I utilize a variety of strategies, including the use of technology, which actively engage students and help them succeed at higher levels of thinking.

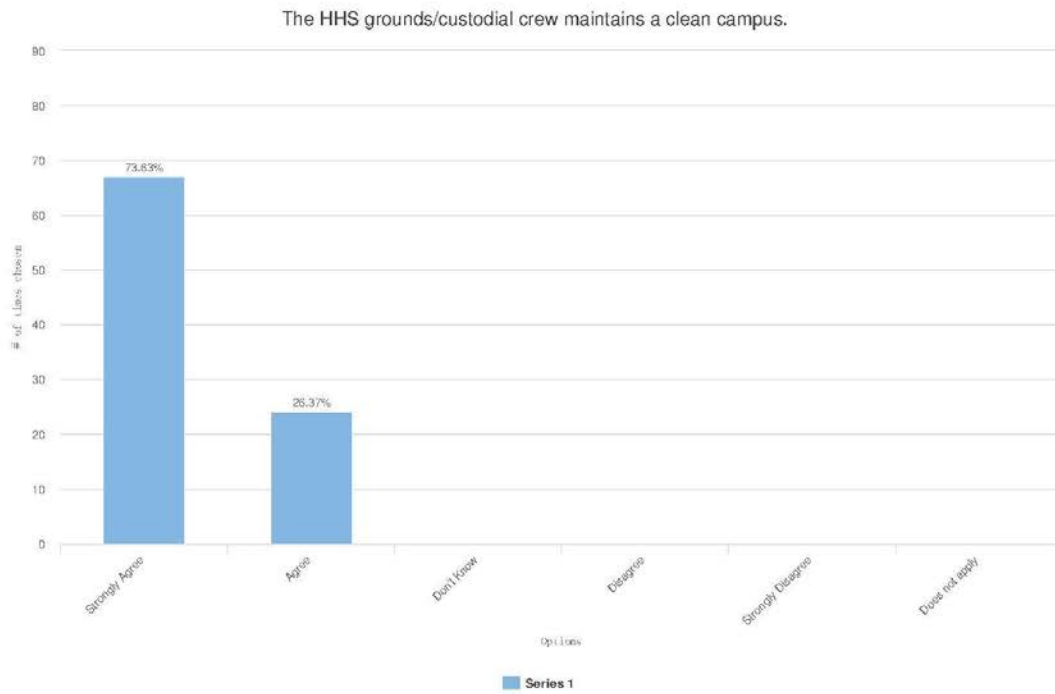
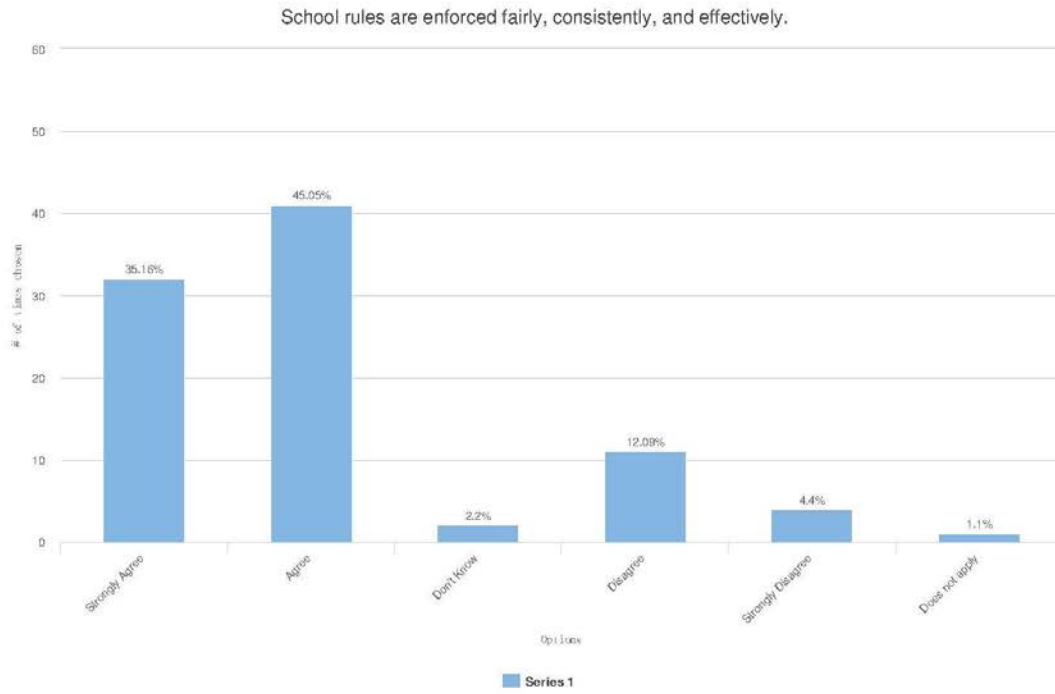


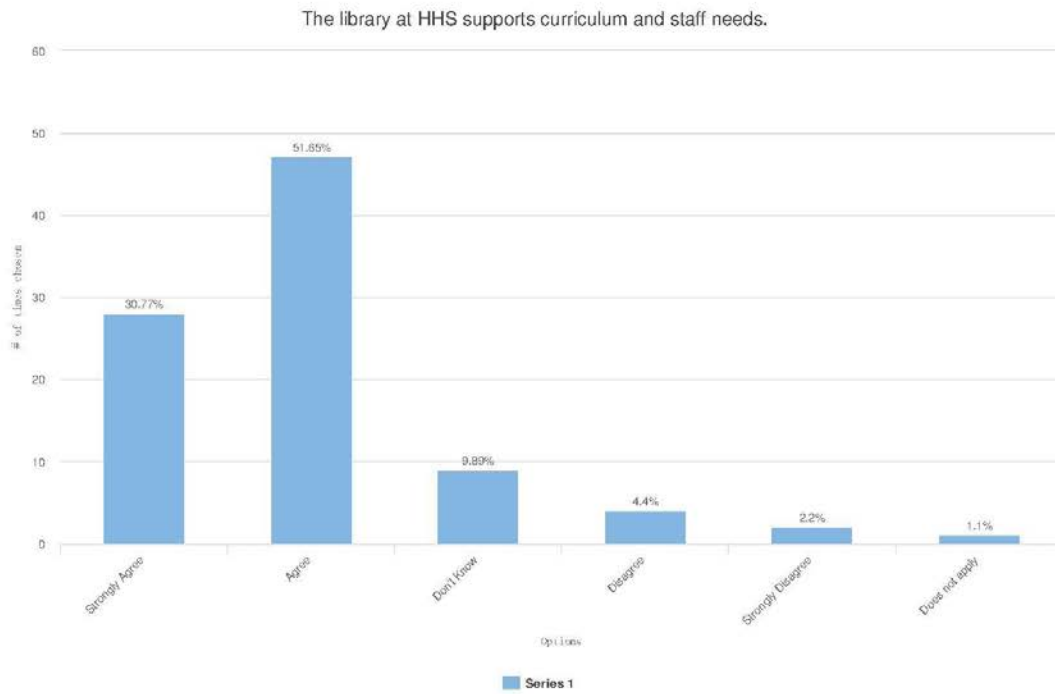
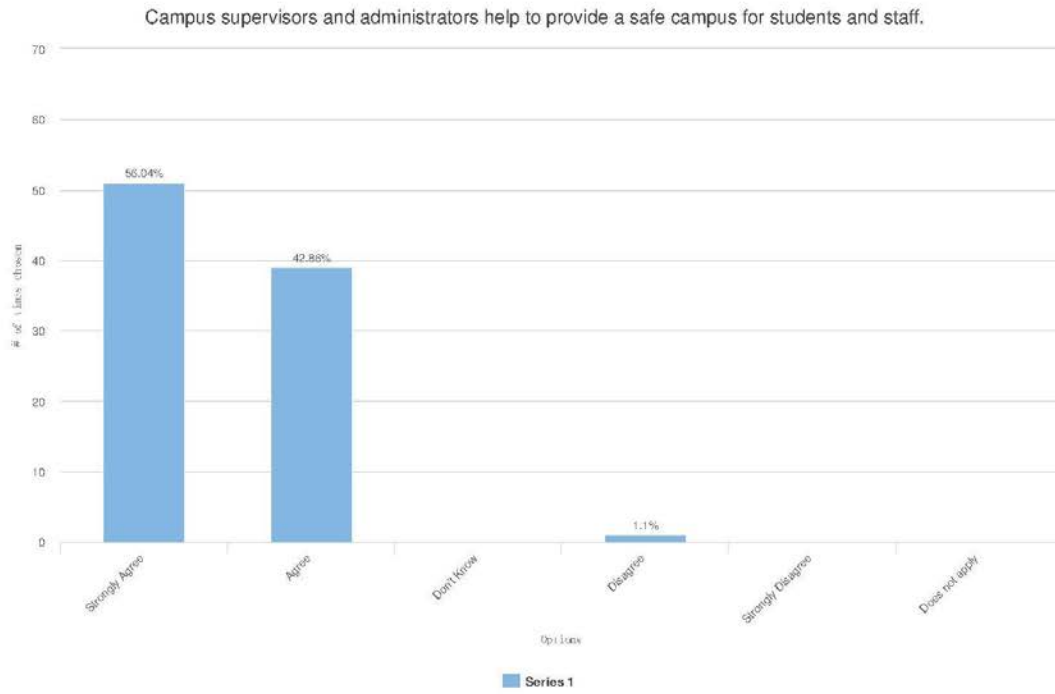
The counseling and career departments provide comprehensive programs to inform students/parents about scholarships, financial aid, colleges, career options, college entry exams, and peer conflict resolution.

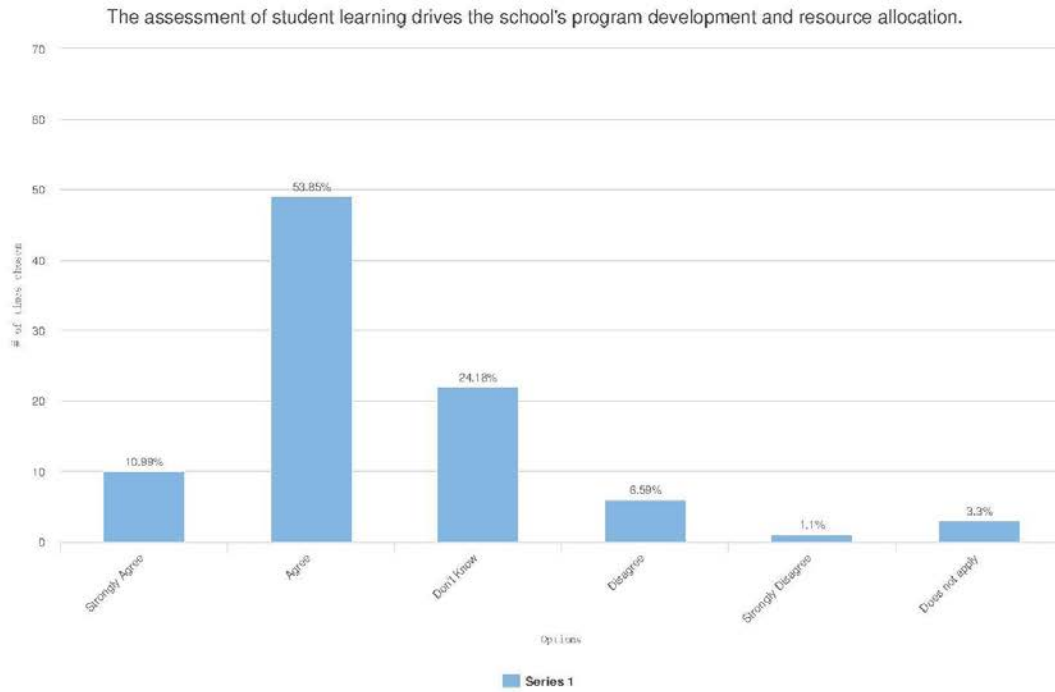
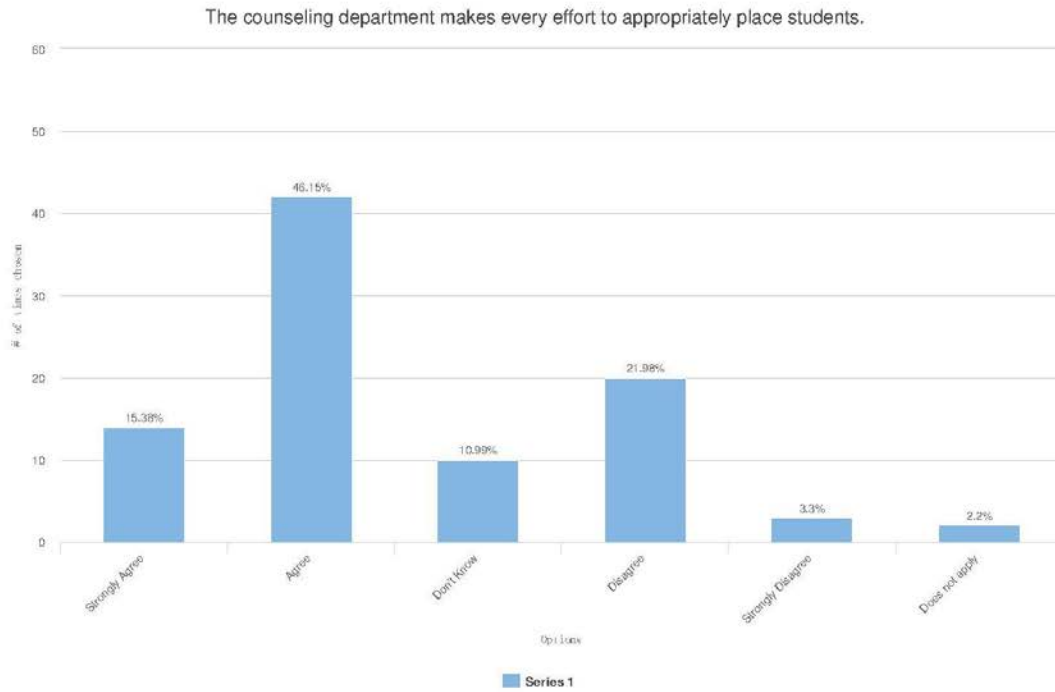


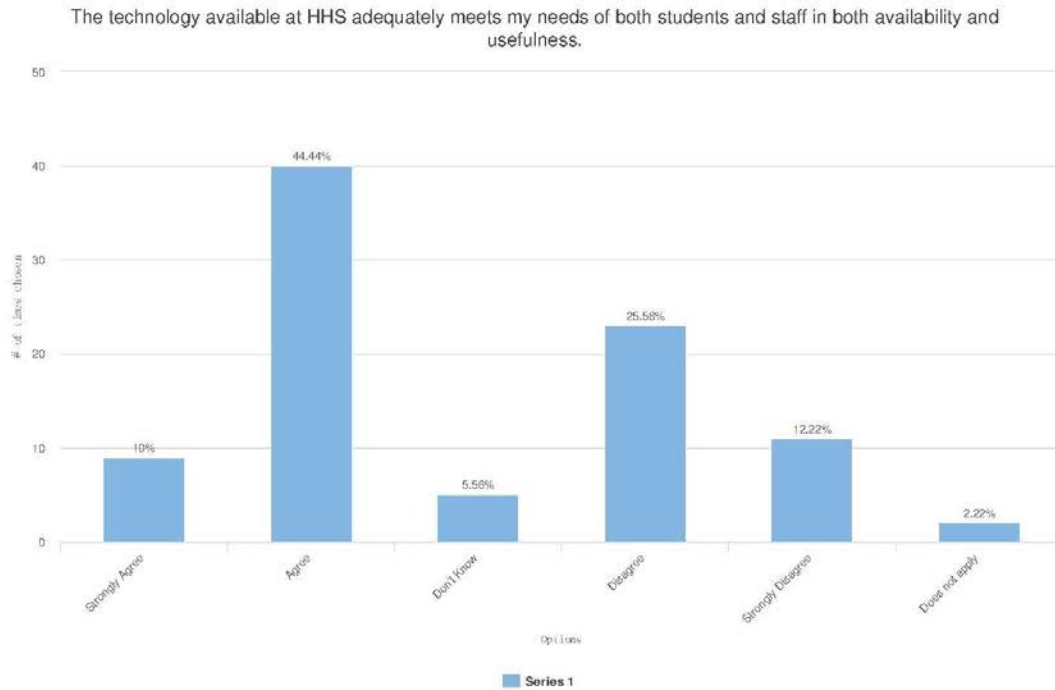
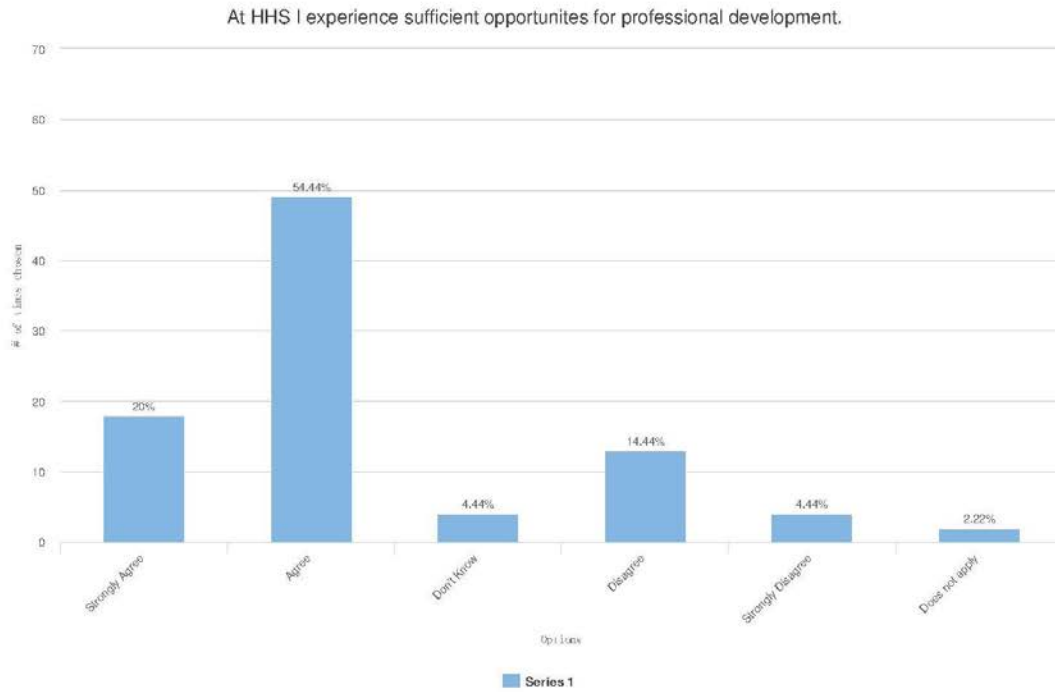


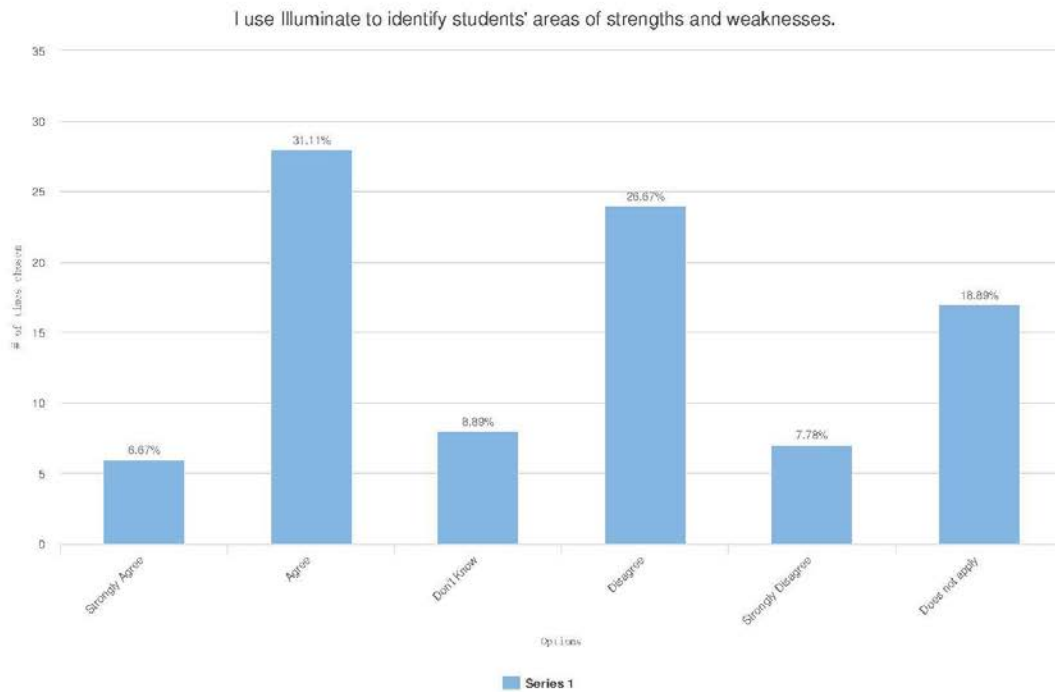
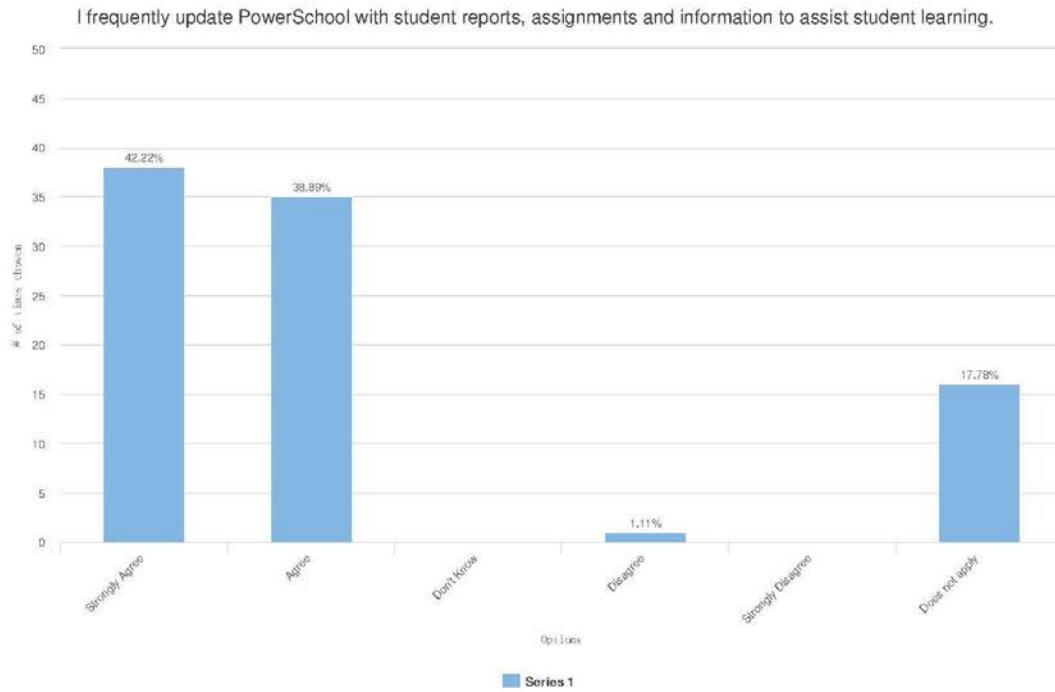




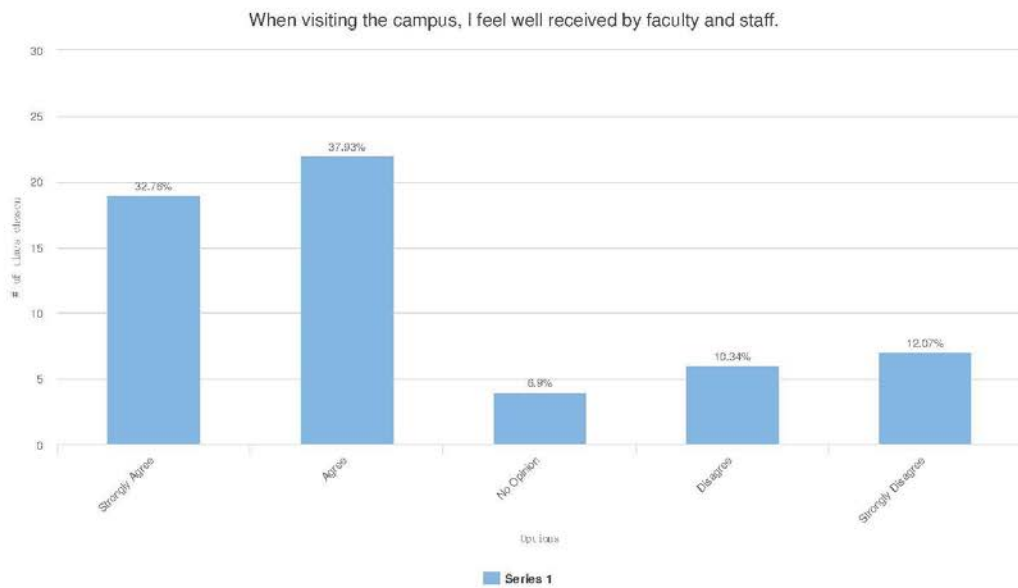
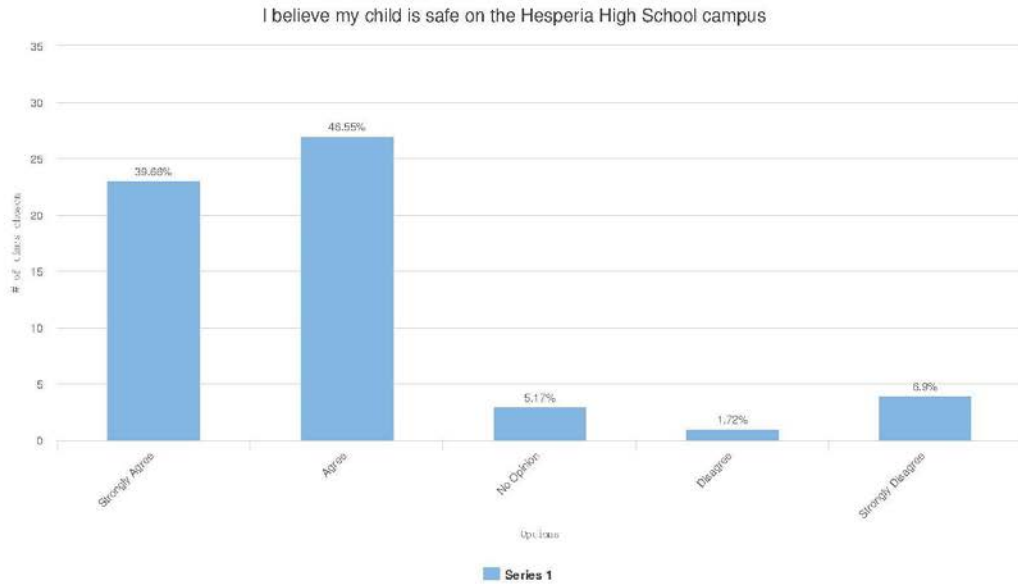


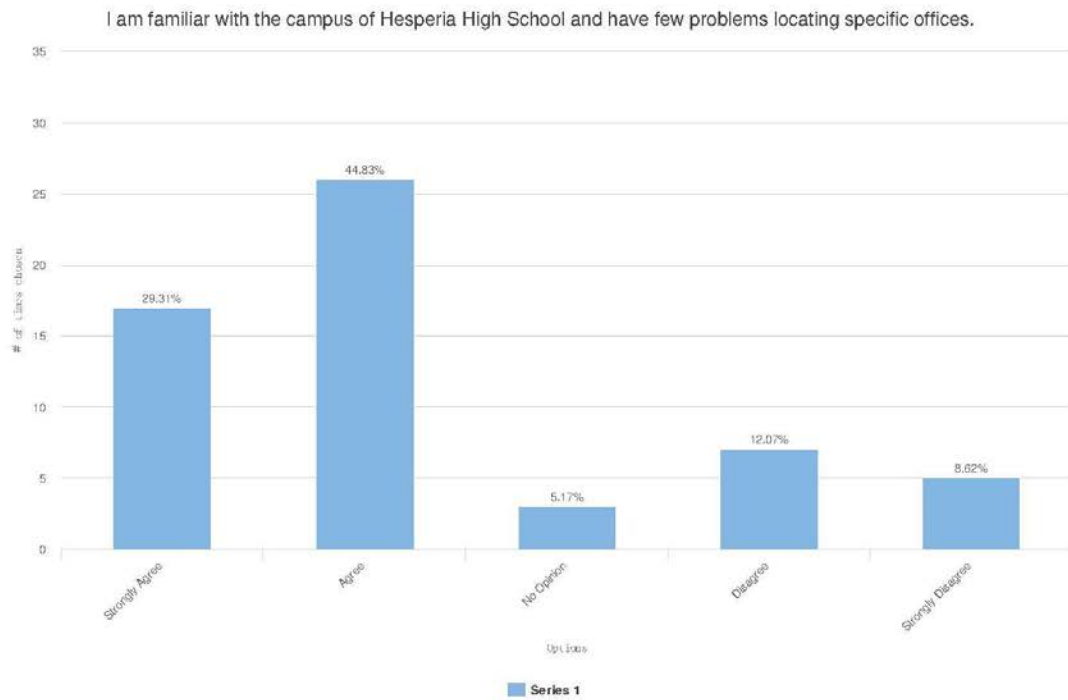
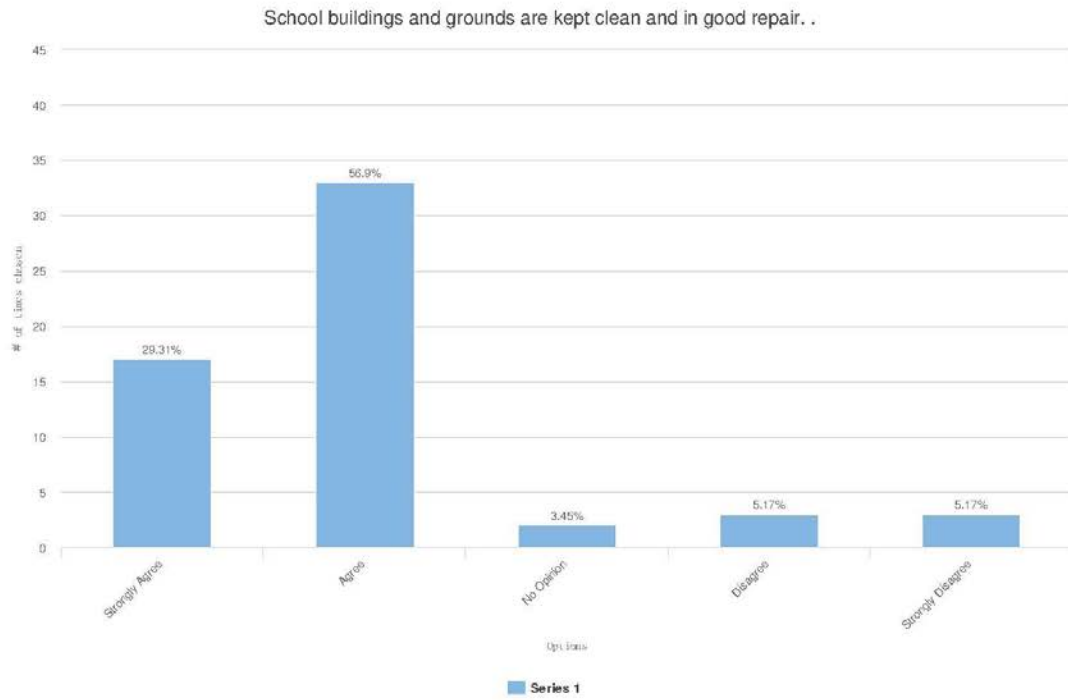


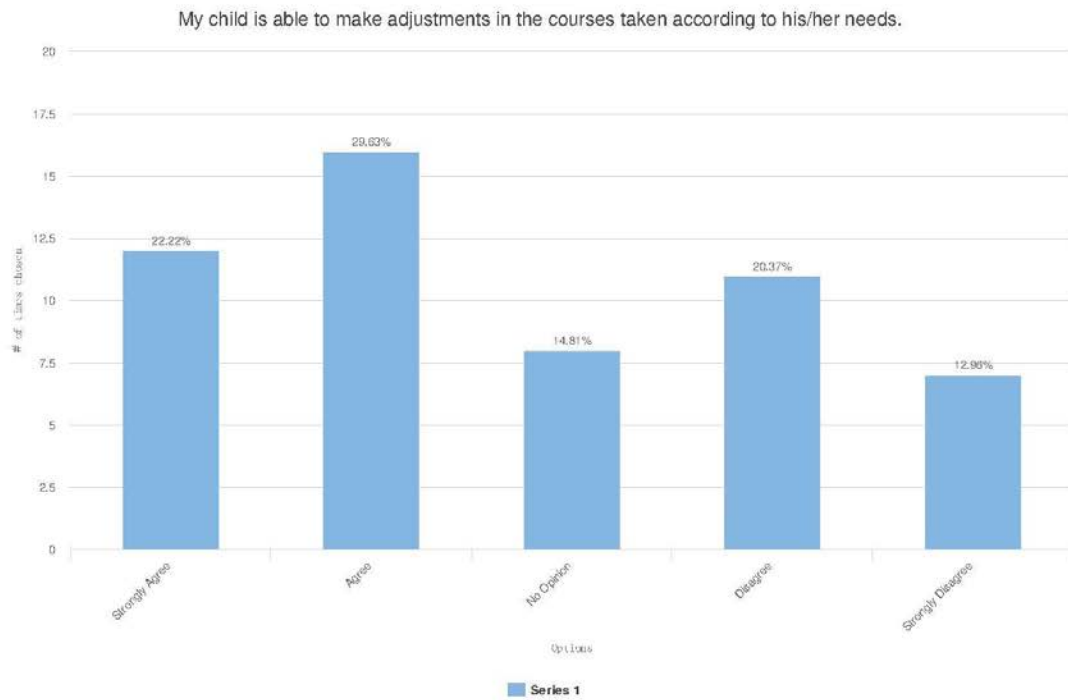
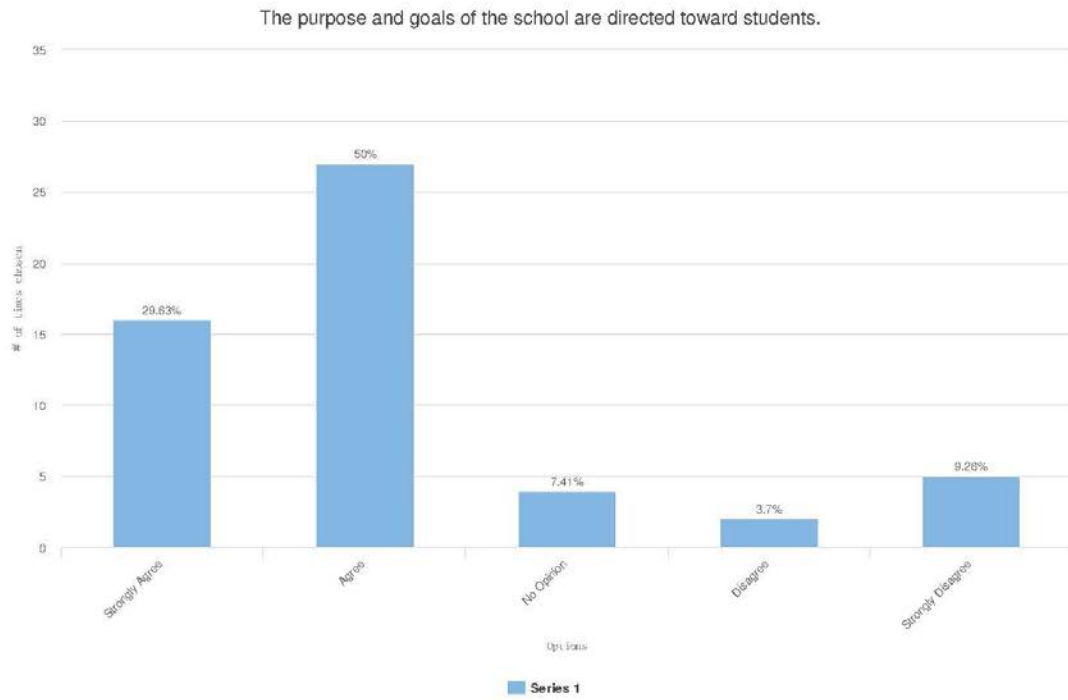


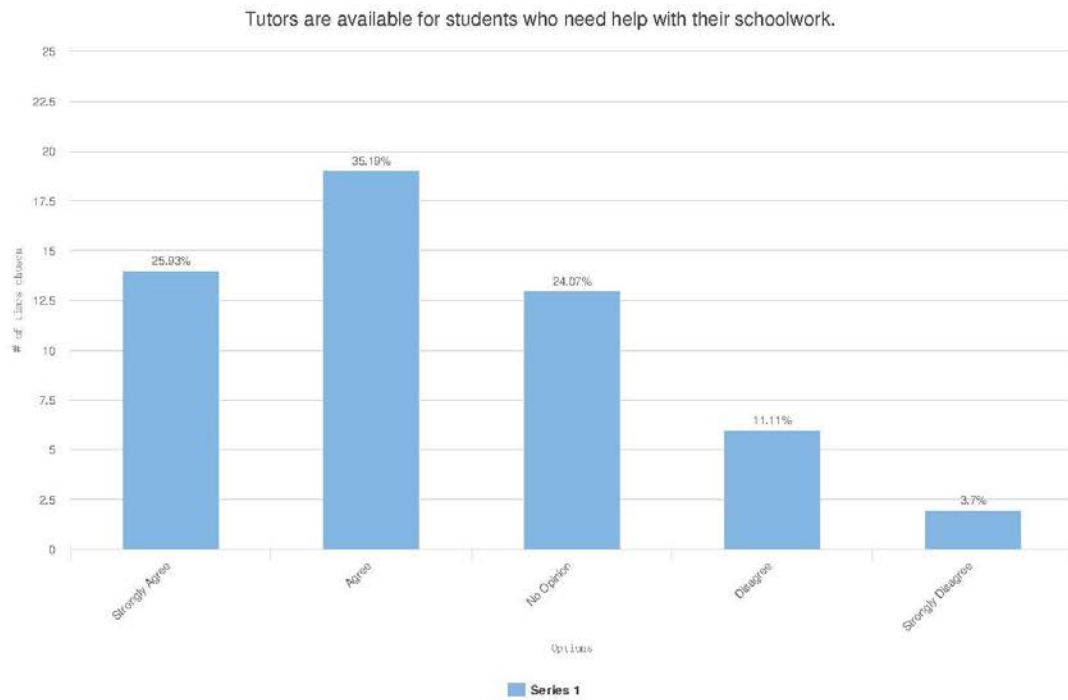
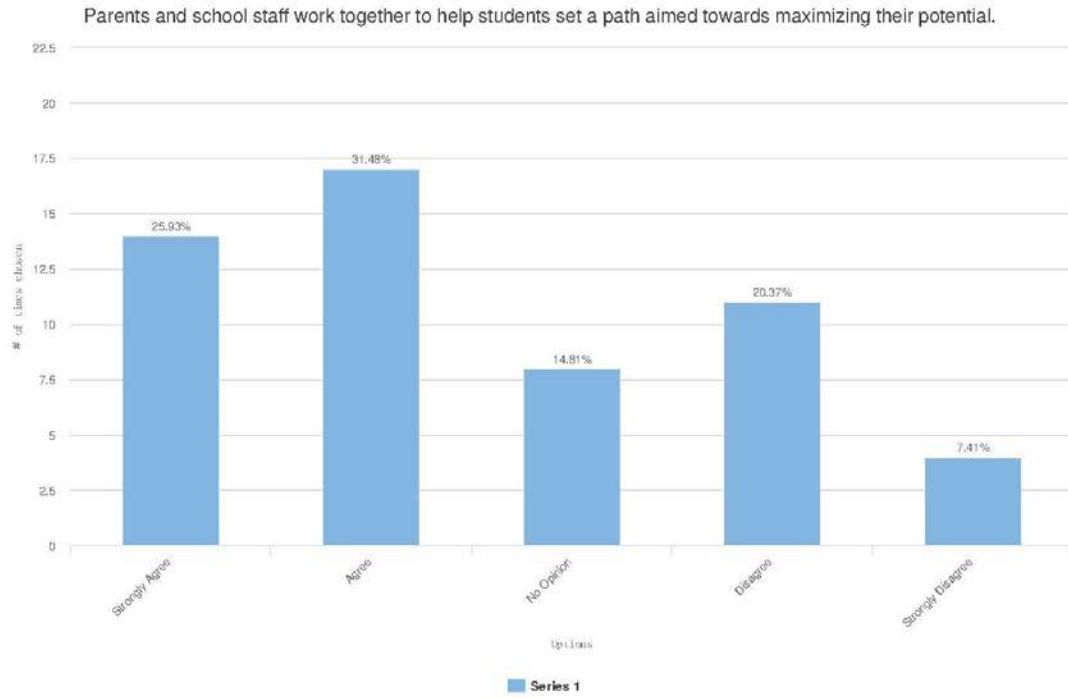


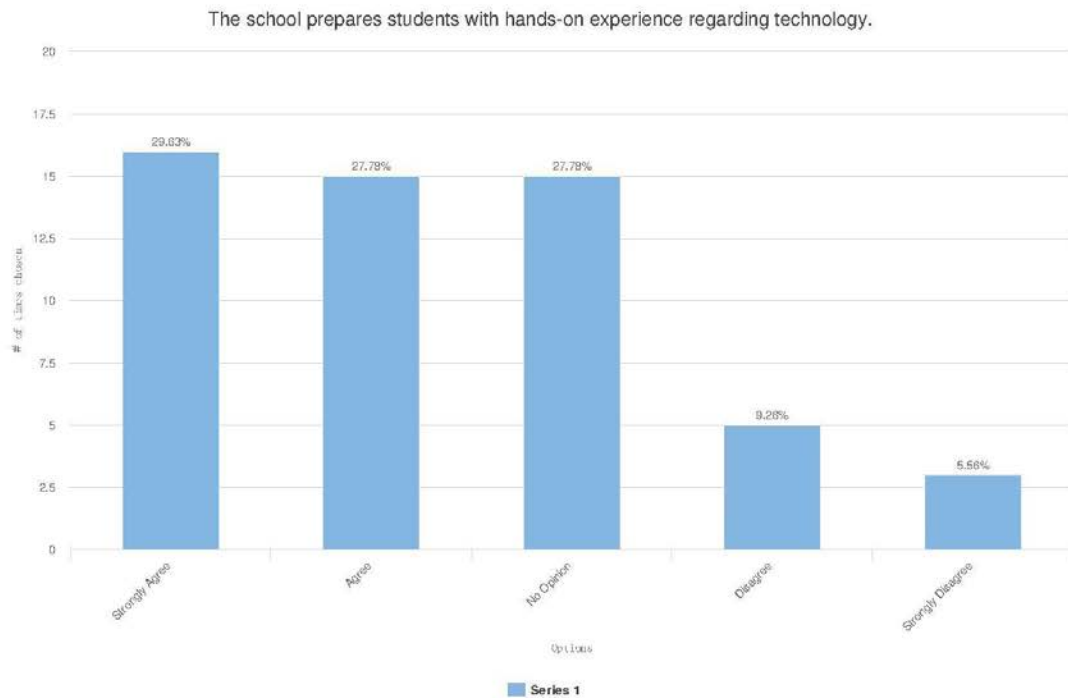
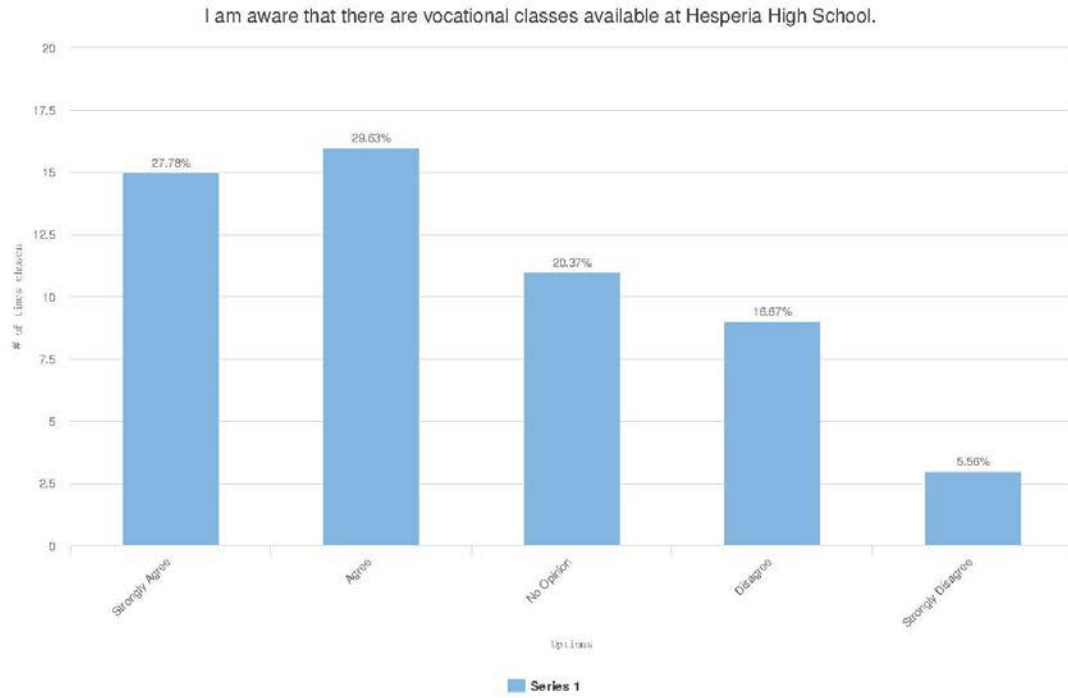
Parent Survey

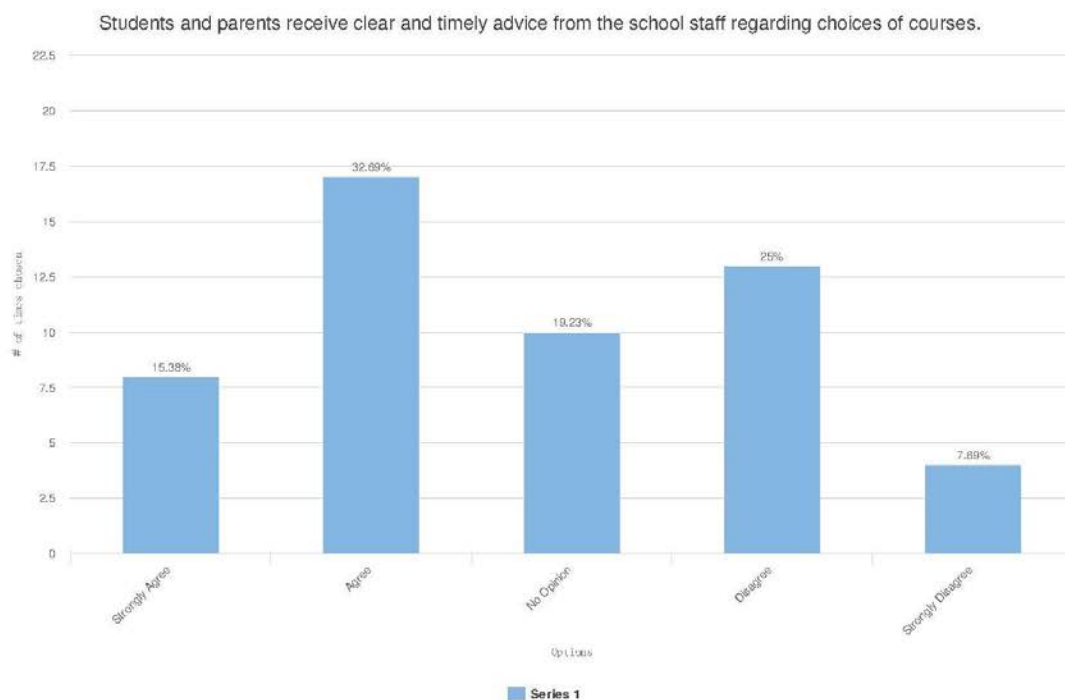
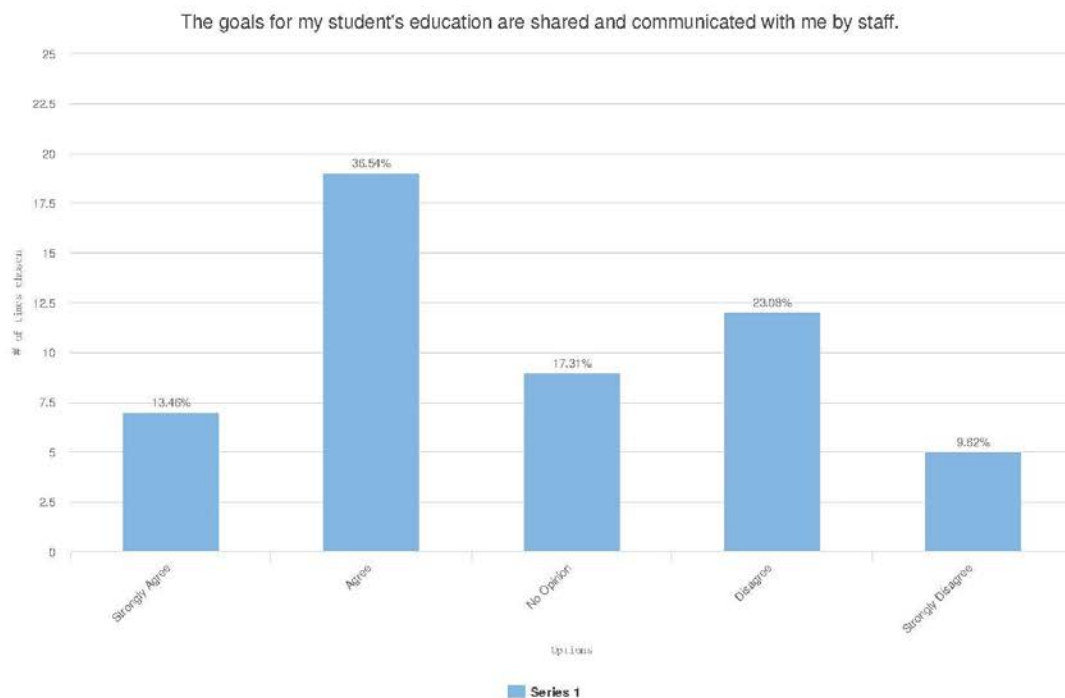


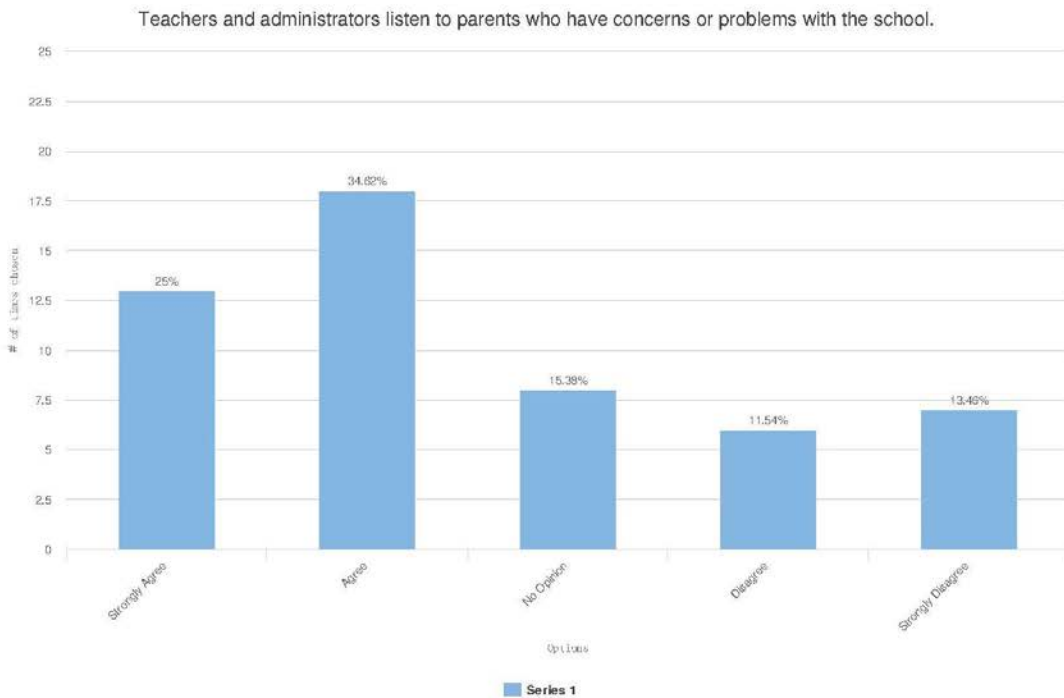
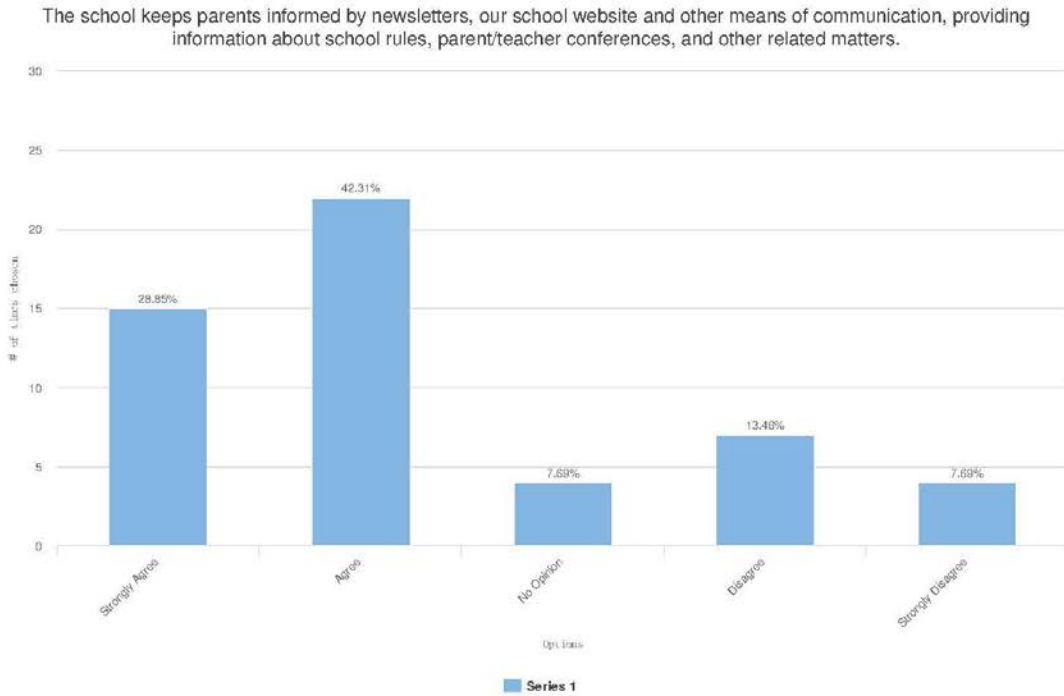


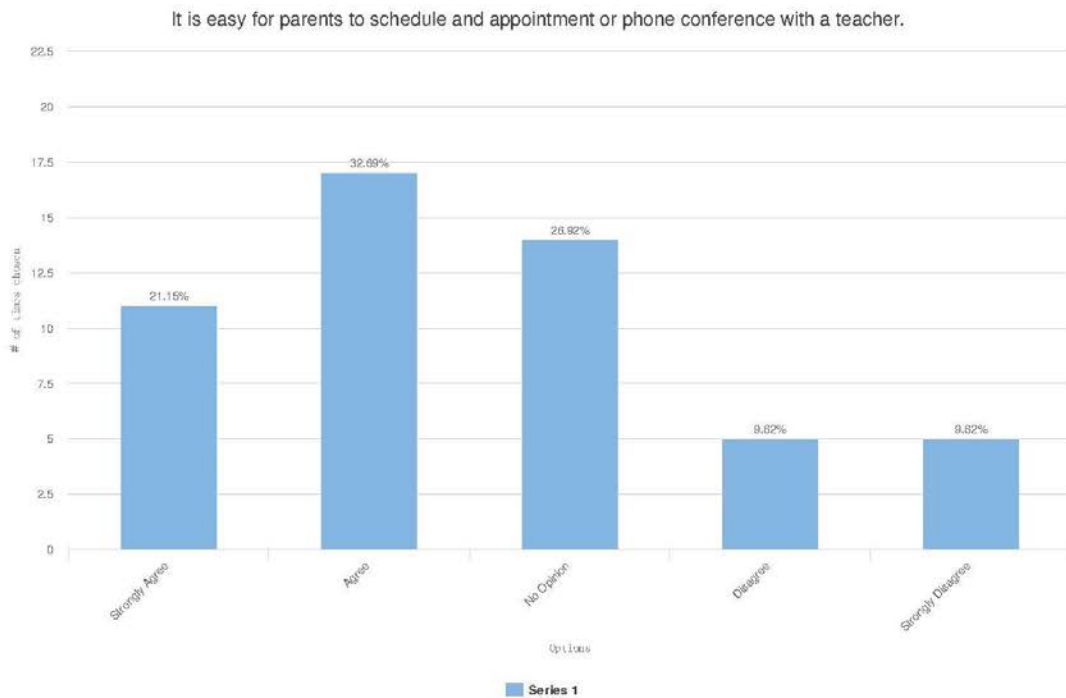
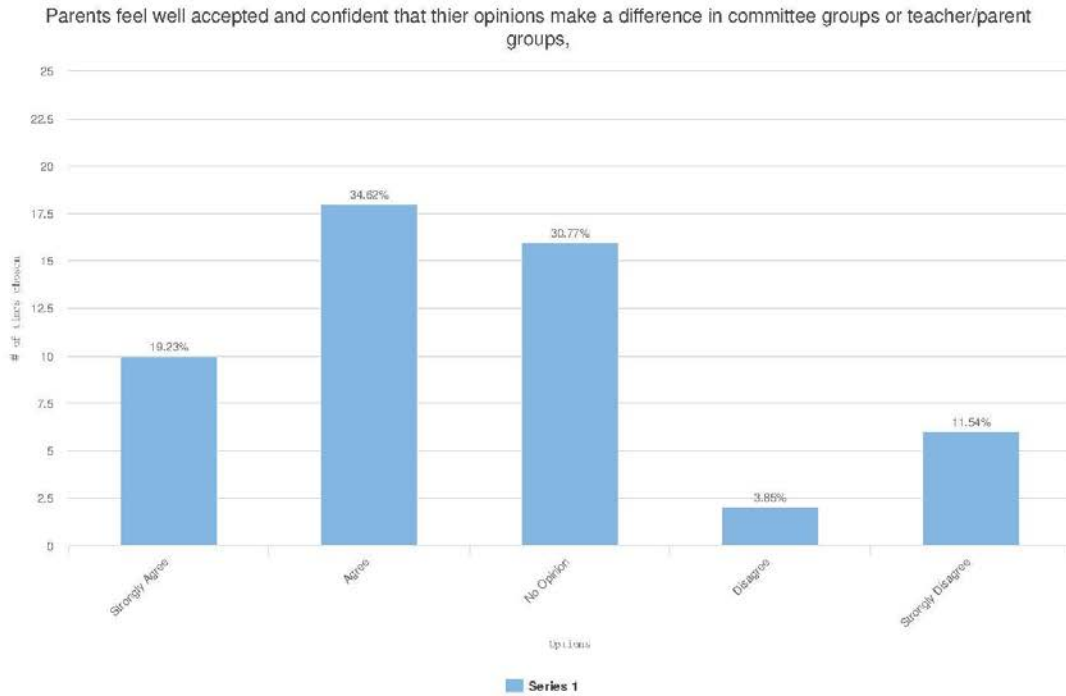


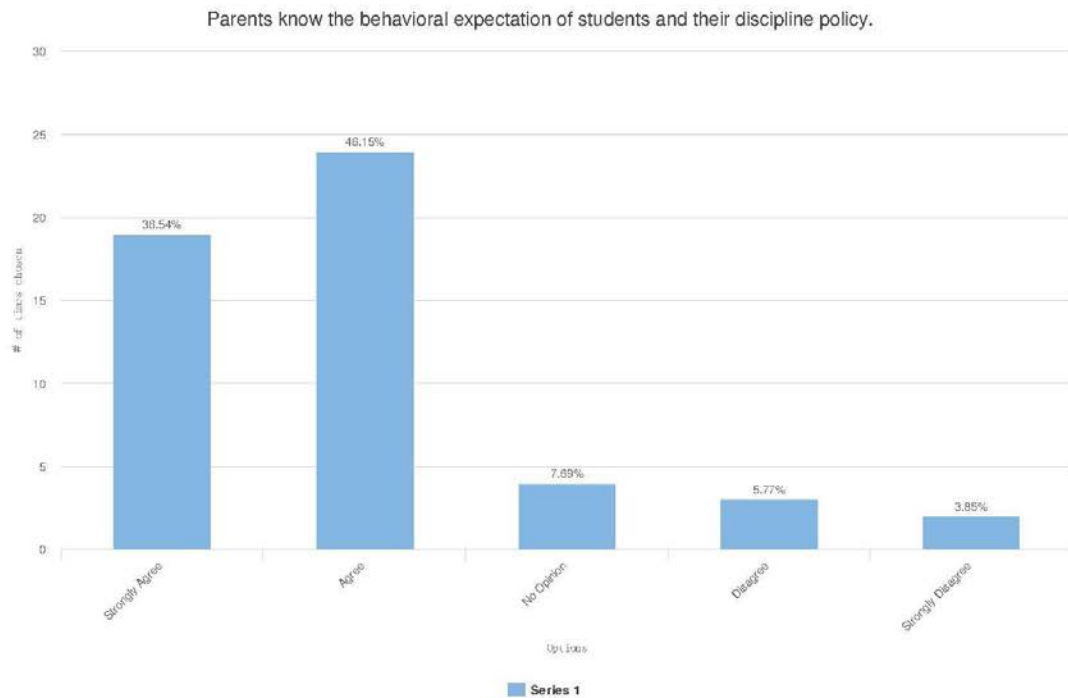
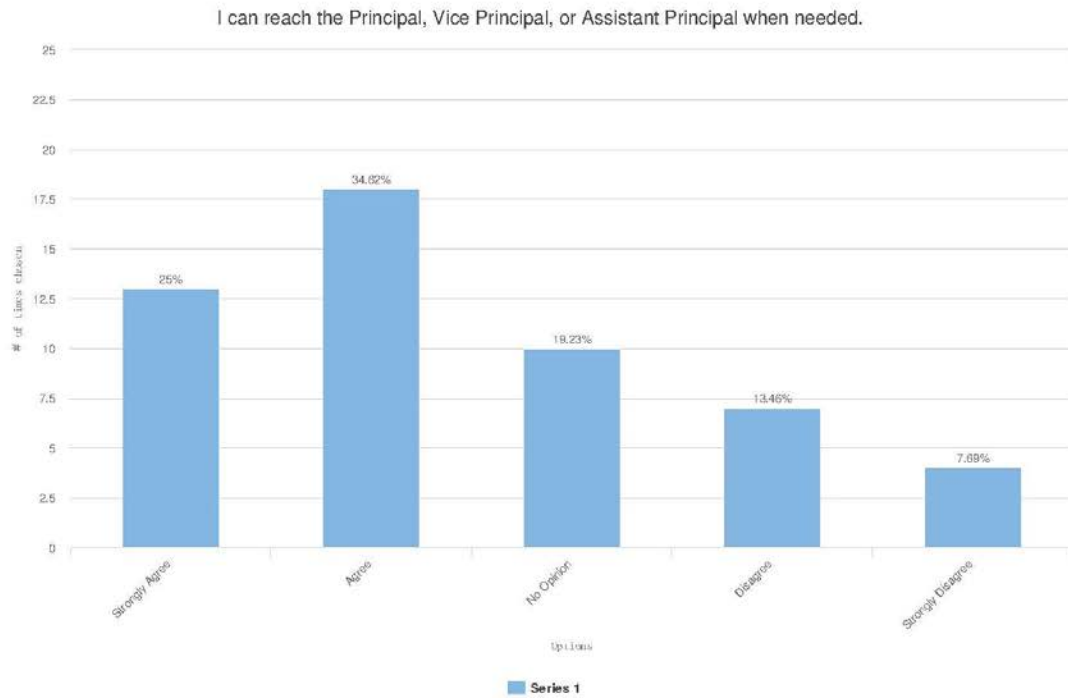


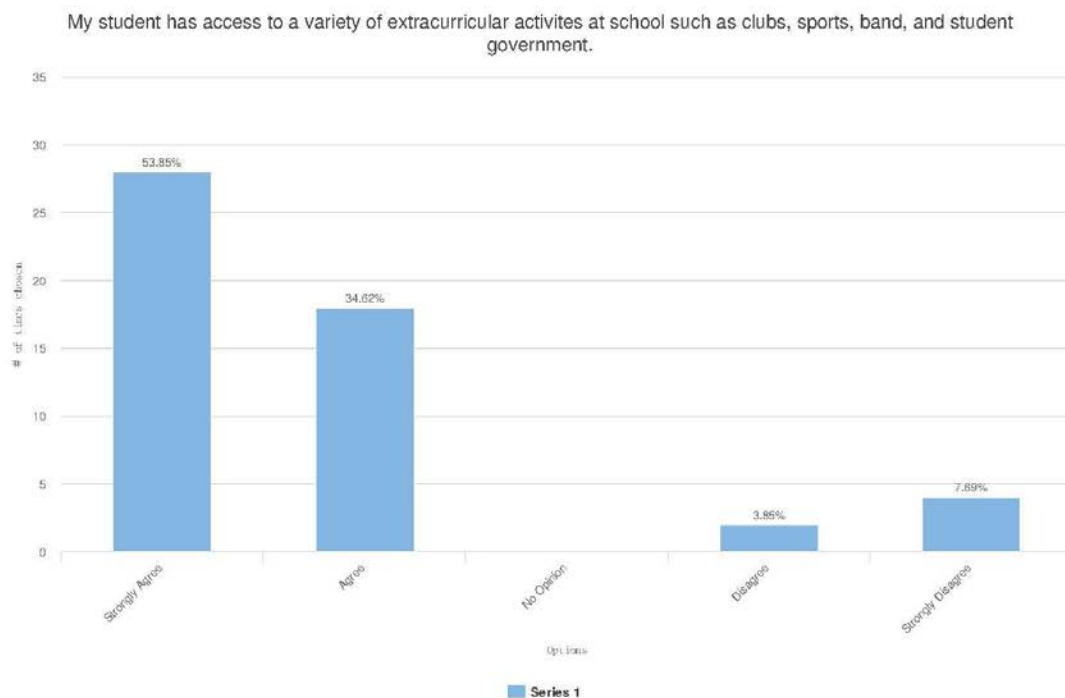












Parent Survey (Spanish)

KwikSurveys: Free online survey & questionnaire tool

<http://kwiksurveys.com/app/item-liveresults.asp#>

Results for: WASC Parent Survey (Spanish) Record No: 1

Creo que mi hijo está seguro en la Escuela Secundaria Hesperia.



Durante la visita a la escuela, me siento bien recibido por el personal docente y administrativo.



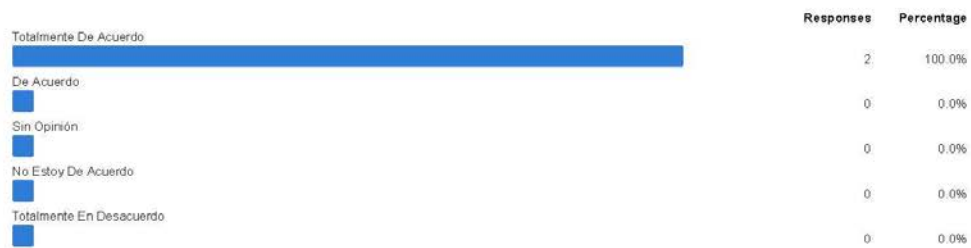
Edificios y terrenos escolares se mantienen limpios y en buen estado.



Yo estoy familiarizado con la Escuela Preparatoria Hesperia y no tengo problemas localizando las oficinas administrativas.



La finalidad y objetivos de la escuela son dirigidas hacia los estudiantes.



Mi niño es capaz de hacer ajustes en los cursos realizados de acuerdo a sus necesidades.



Los padres y el personal escolar trabajan juntos para ayudar a los estudiantes a establecer una trayectoria encaminada a maximizar su potencial.



Los tutores están disponibles para los estudiantes que necesitan ayuda con sus tareas escolares.



Soy consciente de que hay clases vocacionales disponibles en el Hesperia High School.



KwikSurveys: Free online survey & questionnaire tool

http://kwiksurveys.com/app/item-liveresults.asp#

La Escuela preparación de una estafa los Estudiantes La Experiencia Práctica en materia de Tecnología.



Los objetivos de la educación de mi hijo se comparten y se comunican conmigo por el personal.



Los estudiantes y los padres reciben información clara y oportuna del personal de la escuela respecto a las opciones de cursos.



KwikSurveys: Free online survey & questionnaire tool

http://kwiksurveys.com/app/item-liveresults.asp#

La escuela mantiene informados a los padres por boletines, nuestro sitio web de la escuela y otros medios de comunicación, proporcionando información acerca de las reglas escolares, conferencias de padres / maestros, y otros asuntos relacionados.



Los maestros y administradores escuchan a los padres que tienen preocupaciones o problemas con la escuela.



Los padres se sienten bien aceptado y confiado en que sus opiniones hacen una diferencia en los grupos de los comités o grupos de maestros / padres,



Es fácil para los padres para hacer una cita o una conferencia telefónica con un profesor.



Puedo llegar al director, subdirector o subdirectora cuando sea necesario.



Los padres conocen a la expectativa de comportamiento de los estudiantes y su política de disciplina.



KwikSurveys: Free online survey & questionnaire tool

http://kwiksurveys.com/app/item-liveresults.asp#

Mi estudiante tiene acceso a una variedad de actividades extracurriculares en la escuela, tales como clubes, deportes, banda y el gobierno estudiantil.



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
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DECEMBER 3, 10:33 AM
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 J Cooper
 Misha Padilla
AUGUST 8, 10:07 AM
 Maritza Montano

J Cooper	AUGUST 8, 10:00 AM	AUGUST 8, 9:58 AM	Teresa Brooksher	Carolyn Martinez	Rebecca Lesley
Amanda Graley	J Cooper	Maritza Montano	Carolyn Martinez	Misha Padilla	Teresa Brooksher
AUGUST 8, 10:07 AM	Maq McNair	J Cooper	Amanda Graley	AUGUST 8, 9:54 AM	Carolyn Martinez
J Cooper	Amanda Graley	Carolyn Martinez	AUGUST 8, 9:55 AM	J Cooper	Maq McNair
Amanda Graley	Misha Padilla	Maq McNair	Rod Macdonald	Rod Macdonald	AUGUST 8, 9:53 AM
AUGUST 8, 10:06 AM	AUGUST 8, 10:00 AM	Amanda Graley	Carolyn Martinez	Carolyn Martinez	Teresa Brooksher
J Cooper	Rebecca Lesley	AUGUST 8, 9:57 AM	Carolyn Martinez	Misha Padilla	Carolyn Martinez
AUGUST 8, 10:06 AM	J Cooper	Maritza Montano	Maq McNair	AUGUST 8, 9:54 AM	Maq McNair
J Cooper	Maq McNair	J Cooper	Amanda Graley	J Cooper	AUGUST 8, 9:53 AM
Teresa Brooksher	Amanda Graley	Carolyn Martinez	AUGUST 8, 9:55 AM	Carolyn Martinez	Carolyn Martinez
AUGUST 8, 10:06 AM	Misha Padilla	Jeremy Topete	Rod Macdonald	Misha Padilla	Maq McNair
J Cooper	AUGUST 8, 10:00 AM	Maq McNair	Teresa Brooksher	AUGUST 8, 9:54 AM	AUGUST 8, 9:53 AM
AUGUST 8, 10:06 AM	Rebecca Lesley	Amanda Graley	Carolyn Martinez	J Cooper	Carolyn Martinez
J Cooper	J Cooper	AUGUST 8, 9:57 AM	Maq McNair	Carolyn Martinez	Maq McNair
Maq McNair	Jeremy Topete	Maritza Montano	Amanda Graley	Maq McNair	Misha Padilla
AUGUST 8, 10:06 AM	Maq McNair	Rebecca Lesley	Misha Padilla	Misha Padilla	AUGUST 8, 9:53 AM
Maq McNair	Amanda Graley	J Cooper	AUGUST 8, 9:55 AM	AUGUST 8, 9:54 AM	Carolyn Martinez
AUGUST 8, 10:05 AM	Misha Padilla	Carolyn Martinez	Rod Macdonald	J Cooper	Maq McNair
Maq McNair	AUGUST 8, 10:00 AM	Jeremy Topete	Carolyn Martinez	Teresa Brooksher	AUGUST 8, 9:53 AM
Misha Padilla	Rebecca Lesley	Maq McNair	Maq McNair	Carolyn Martinez	J Cooper
AUGUST 8, 10:05 AM	J Cooper	Amanda Graley	Amanda Graley	Maq McNair	Carolyn Martinez
Rebecca Lesley	Maq McNair	AUGUST 8, 9:57 AM	Misha Padilla	Misha Padilla	Maq McNair
Maq McNair	Amanda Graley	Maritza Montano	AUGUST 8, 9:55 AM	AUGUST 8, 9:54 AM	AUGUST 8, 9:53 AM
Misha Padilla	Misha Padilla	J Cooper	Carolyn Martinez	J Cooper	J Cooper
AUGUST 8, 10:05 AM	AUGUST 8, 10:00 AM	Carolyn Martinez	Maq McNair	Teresa Brooksher	Carolyn Martinez
Maq McNair	Rebecca Lesley	Jeremy Topete	Amanda Graley	Carolyn Martinez	Maq McNair
Misha Padilla	J Cooper	Maq McNair	Misha Padilla	Maq McNair	Amanda Graley
AUGUST 8, 10:05 AM	Teresa Brooksher	Amanda Graley	AUGUST 8, 9:55 AM	AUGUST 8, 9:54 AM	AUGUST 8, 9:52 AM
Maq McNair	Maq McNair	AUGUST 8, 9:57 AM	Carolyn Martinez	Rebecca Lesley	Rebecca Lesley
Amanda Graley	Amanda Graley	Maritza Montano	Maq McNair	J Cooper	J Cooper
Misha Padilla	Misha Padilla	Carolyn Martinez	Amanda Graley	Teresa Brooksher	Carolyn Martinez
AUGUST 8, 10:04 AM	AUGUST 8, 9:59 AM	Jeremy Topete	AUGUST 8, 9:55 AM	Carolyn Martinez	Maq McNair
Maq McNair	Rebecca Lesley	Maq McNair	J Cooper	Maq McNair	Amanda Graley
Amanda Graley	Teresa Brooksher	Amanda Graley	Carolyn Martinez	AUGUST 8, 9:54 AM	AUGUST 8, 9:52 AM
AUGUST 8, 10:03 AM	Maq McNair	AUGUST 8, 9:57 AM	Maq McNair	J Cooper	J Cooper
Amanda Graley	Amanda Graley	Maritza Montano	Amanda Graley	Teresa Brooksher	Carolyn Martinez
AUGUST 8, 10:03 AM	Misha Padilla	Carolyn Martinez	AUGUST 8, 9:55 AM	Carolyn Martinez	Maq McNair
J Cooper	AUGUST 8, 9:59 AM	Jeremy Topete	J Cooper	Maq McNair	Amanda Graley
AUGUST 8, 10:03 AM	Rebecca Lesley	Amanda Graley	Carolyn Martinez	AUGUST 8, 9:54 AM	AUGUST 8, 9:52 AM
J Cooper	Teresa Brooksher	AUGUST 8, 9:57 AM	Amanda Graley	J Cooper	J Cooper
Lydia Neel	Amanda Graley	AUGUST 8, 9:57 AM	AUGUST 8, 9:55 AM	Rod Macdonald	Carolyn Martinez
AUGUST 8, 10:03 AM	Misha Padilla	Rod Macdonald	J Cooper	Teresa Brooksher	Amanda Graley
J Cooper	AUGUST 8, 9:59 AM	Carolyn Martinez	Carolyn Martinez	Carolyn Martinez	AUGUST 8, 9:52 AM
Lydia Neel	Rebecca Lesley	Jeremy Topete	Maq McNair	Maq McNair	Maritza Montano
Jeremy Topete	Teresa Brooksher	Amanda Graley	Amanda Graley	AUGUST 8, 9:54 AM	J Cooper
AUGUST 8, 10:03 AM	Misha Padilla	AUGUST 8, 9:57 AM	AUGUST 8, 9:55 AM	J Cooper	Carolyn Martinez
J Cooper	AUGUST 8, 9:59 AM	Maritza Montano	J Cooper	Teresa Brooksher	Amanda Graley
Lydia Neel	Maritza Montano	Rebecca Lesley	Carolyn Martinez	Carolyn Martinez	AUGUST 8, 9:52 AM
AUGUST 8, 10:02 AM	Teresa Brooksher	Rod Macdonald	Amanda Graley	Maq McNair	J Cooper
J Cooper	Amanda Graley	Carolyn Martinez	AUGUST 8, 9:55 AM	AUGUST 8, 9:54 AM	Carolyn Martinez
Lydia Neel	Misha Padilla	Jeremy Topete	Kelli Robinson	Rebecca Lesley	Amanda Graley
AUGUST 8, 10:02 AM	AUGUST 8, 9:59 AM	Amanda Graley	J Cooper	J Cooper	AUGUST 8, 9:51 AM
Amanda Graley	Maritza Montano	AUGUST 8, 9:57 AM	Carolyn Martinez	Teresa Brooksher	Maritza Montano
AUGUST 8, 10:02 AM	Amanda Graley	Rebecca Lesley	Amanda Graley	Carolyn Martinez	J Cooper
J Cooper	Misha Padilla	Rod Macdonald	AUGUST 8, 9:55 AM	Maq McNair	Carolyn Martinez
Lydia Neel	AUGUST 8, 9:59 AM	Carolyn Martinez	Kelli Robinson	AUGUST 8, 9:53 AM	Amanda Graley
Maq McNair	Maritza Montano	Jeremy Topete	J Cooper	J Cooper	AUGUST 8, 9:51 AM
Amanda Graley	J Cooper	Amanda Graley	Carolyn Martinez	Teresa Brooksher	Maritza Montano
AUGUST 8, 10:02 AM	Amanda Graley	AUGUST 8, 9:57 AM	Maq McNair	Carolyn Martinez	J Cooper
J Cooper	Misha Padilla	Rebecca Lesley	Amanda Graley	Maq McNair	Carolyn Martinez
Lydia Neel	AUGUST 8, 9:59 AM	Rod Macdonald	AUGUST 8, 9:55 AM	AUGUST 8, 9:53 AM	AUGUST 8, 9:51 AM
Maq McNair	Rebecca Lesley	Carolyn Martinez	Rebecca Lesley	AUGUST 8, 9:53 AM	Maritza Montano
Amanda Graley	J Cooper	Jeremy Topete	Kelli Robinson	J Cooper	J Cooper
Misha Padilla	Amanda Graley	AUGUST 8, 9:57 AM	Carolyn Martinez	Teresa Brooksher	Carolyn Martinez
AUGUST 8, 10:02 AM	Misha Padilla	Rod Macdonald	Maq McNair	Carolyn Martinez	Misha Padilla
AUGUST 8, 10:02 AM	AUGUST 8, 9:58 AM	Carolyn Martinez	Amanda Graley	Maq McNair	AUGUST 8, 9:51 AM
J Cooper	Maritza Montano	Jeremy Topete	AUGUST 8, 9:55 AM	AUGUST 8, 9:53 AM	J Cooper
J Cooper	J Cooper	Rod Macdonald	J Cooper	Teresa Brooksher	Carolyn Martinez
Lydia Neel	Amanda Graley	Carolyn Martinez	Carolyn Martinez	Carolyn Martinez	Amanda Graley
Isaim Buenrostro	Misha Padilla	Misha Padilla	Maq McNair	Maq McNair	Misha Padilla
Maq McNair	AUGUST 8, 9:58 AM	AUGUST 8, 9:56 AM	Rebecca Lesley	AUGUST 8, 9:53 AM	AUGUST 8, 9:51 AM
Amanda Graley	J Cooper	Carolyn Martinez	Kelli Robinson	Teresa Brooksher	J Cooper
Misha Padilla	Maq McNair	Rod Macdonald	J Cooper	Carolyn Martinez	Carolyn Martinez
AUGUST 8, 10:02 AM	Amanda Graley	Carolyn Martinez	Carolyn Martinez	Maq McNair	Amanda Graley
J Cooper	Misha Padilla	Misha Padilla	Amanda Graley	Amanda Graley	Misha Padilla
Lydia Neel	AUGUST 8, 9:58 AM	AUGUST 8, 9:56 AM	AUGUST 8, 9:55 AM	AUGUST 8, 9:53 AM	AUGUST 8, 9:51 AM
Maq McNair	Maritza Montano	Rod Macdonald	Rebecca Lesley	AUGUST 8, 9:53 AM	J Cooper
Amanda Graley	J Cooper	Amanda Graley	J Cooper	Carolyn Martinez	J Cooper
Misha Padilla	Maq McNair	Misha Padilla	Carolyn Martinez	Maq McNair	Carolyn Martinez
AUGUST 8, 10:01 AM	Amanda Graley	AUGUST 8, 9:56 AM	Amanda Graley	Amanda Graley	Amanda Graley
J Cooper	Misha Padilla	Rod Macdonald	AUGUST 8, 9:54 AM	AUGUST 8, 9:53 AM	Misha Padilla
Maq McNair	AUGUST 8, 9:58 AM	Teresa Brooksher	Rebecca Lesley	Rebecca Lesley	AUGUST 8, 9:51 AM
Amanda Graley	Maritza Montano	Carolyn Martinez	J Cooper	Teresa Brooksher	AUGUST 8, 9:51 AM
Misha Padilla	J Cooper	Amanda Graley	Carolyn Martinez	Carolyn Martinez	J Cooper
AUGUST 8, 10:00 AM	Carolyn Martinez	AUGUST 8, 9:55 AM	Maq McNair	Maq McNair	Carolyn Martinez
J Cooper	Maq McNair	Rod Macdonald	Amanda Graley	Amanda Graley	Maq McNair
Jeremy Topete	Amanda Graley		AUGUST 8, 9:54 AM	AUGUST 8, 9:53 AM	Amanda Graley
Maq McNair	Misha Padilla		J Cooper	AUGUST 8, 9:53 AM	Misha Padilla
Amanda Graley					Amanda Graley
Misha Padilla					

Lydia Neel	AUGUST 8, 9:02 AM	J Cooper	AUGUST 8, 8:56 AM	Carolyn Martinez	Lydia Neel
Maq McNair	Rod Macdonald	Rod Macdonald	Maritza Montano	Misha Padilla	AUGUST 8, 8:51 AM
Sergio Lugo	Teresa Brooksher	AUGUST 8, 9:01 AM	Rebecca Lesley	AUGUST 8, 8:55 AM	Maritza Montano
AUGUST 8, 9:05 AM	Maq McNair	Maritza Montano	J Cooper	Rod Macdonald	Carolyn Martinez
J Cooper	Sergio Lugo	J Cooper	Amanda Graley	Carolyn Martinez	Lydia Neel
Rod Macdonald	Misha Padilla	Rod Macdonald	Misha Padilla	Amanda Graley	AUGUST 8, 8:51 AM
Carolyn Martinez	AUGUST 8, 9:02 AM	Amanda Graley	AUGUST 8, 8:56 AM	Misha Padilla	Maritza Montano
Lydia Neel	J Cooper	AUGUST 8, 9:01 AM	Rebecca Lesley	AUGUST 8, 8:55 AM	Carolyn Martinez
Maq McNair	Rod Macdonald	Maritza Montano	J Cooper	Carolyn Martinez	Lydia Neel
Sergio Lugo	Teresa Brooksher	J Cooper	Maq McNair	Amanda Graley	Maq McNair
AUGUST 8, 9:05 AM	Maq McNair	Amanda Graley	Amanda Graley	Misha Padilla	AUGUST 8, 8:51 AM
J Cooper	Sergio Lugo	AUGUST 8, 9:00 AM	Misha Padilla	AUGUST 8, 8:54 AM	Maritza Montano
Rod Macdonald	Misha Padilla	Maritza Montano	AUGUST 8, 8:56 AM	Rebecca Lesley	Carolyn Martinez
Carolyn Martinez	AUGUST 8, 9:02 AM	J Cooper	Rebecca Lesley	J Cooper	Lydia Neel
Maq McNair	J Cooper	Amanda Graley	J Cooper	Amanda Graley	Maq McNair
Sergio Lugo	Rod Macdonald	Misha Padilla	Amanda Graley	Misha Padilla	AUGUST 8, 8:51 AM
AUGUST 8, 9:05 AM	Teresa Brooksher	AUGUST 8, 9:00 AM	Misha Padilla	AUGUST 8, 8:54 AM	Amanda Graley
J Cooper	Maq McNair	Maritza Montano	AUGUST 8, 8:56 AM	Rebecca Lesley	AUGUST 8, 8:51 AM
Rod Macdonald	Sergio Lugo	J Cooper	Rebecca Lesley	J Cooper	Maritza Montano
Maq McNair	AUGUST 8, 9:02 AM	Maq McNair	J Cooper	Carolyn Martinez	Carolyn Martinez
Sergio Lugo	Rod Macdonald	Amanda Graley	Michelle Rodriguez	Amanda Graley	Lydia Neel
AUGUST 8, 9:05 AM	Teresa Brooksher	Misha Padilla	AUGUST 8, 8:59 AM	Misha Padilla	Maq McNair
J Cooper	Maq McNair	Maritza Montano	Misha Padilla	AUGUST 8, 8:54 AM	Amanda Graley
Rod Macdonald	Sergio Lugo	J Cooper	AUGUST 8, 8:56 AM	Rebecca Lesley	AUGUST 8, 8:51 AM
Maq McNair	AUGUST 8, 9:02 AM	Maq McNair	Rebecca Lesley	J Cooper	Maritza Montano
Amanda Graley	Rod Macdonald	Maq McNair	J Cooper	Carolyn Martinez	Carolyn Martinez
Sergio Lugo	Maq McNair	Amanda Graley	Amanda Graley	Amanda Graley	Maq McNair
AUGUST 8, 9:05 AM	Sergio Lugo	AUGUST 8, 8:59 AM	Misha Padilla	Misha Padilla	Amanda Graley
Rod Macdonald	AUGUST 8, 9:02 AM	Maritza Montano	AUGUST 8, 8:56 AM	AUGUST 8, 8:54 AM	AUGUST 8, 8:51 AM
Maq McNair	J Cooper	J Cooper	Rebecca Lesley	Rebecca Lesley	Maritza Montano
Amanda Graley	Rod Macdonald	Amanda Graley	Rebecca Lesley	Carolyn Martinez	Carolyn Martinez
Sergio Lugo	Maq McNair	AUGUST 8, 8:59 AM	J Cooper	Amanda Graley	Maq McNair
AUGUST 8, 9:05 AM	Sergio Lugo	J Cooper	Amanda Graley	Misha Padilla	Amanda Graley
Rod Macdonald	AUGUST 8, 9:02 AM	Amanda Graley	AUGUST 8, 8:59 AM	AUGUST 8, 8:54 AM	AUGUST 8, 8:51 AM
Maq McNair	J Cooper	AUGUST 8, 8:59 AM	Rebecca Lesley	Rebecca Lesley	Maritza Montano
Amanda Graley	Rod Macdonald	Carolyn Martinez	Lydia Neel	Carolyn Martinez	Carolyn Martinez
Sergio Lugo	Misha Padilla	Amanda Graley	Amanda Graley	Misha Padilla	Maq McNair
AUGUST 8, 9:04 AM	AUGUST 8, 9:02 AM	AUGUST 8, 8:59 AM	AUGUST 8, 8:56 AM	AUGUST 8, 8:54 AM	AUGUST 8, 8:51 AM
Teresa Brooksher	J Cooper	Carolyn Martinez	Rebecca Lesley	Rebecca Lesley	Maritza Montano
Maq McNair	Rod Macdonald	AUGUST 8, 8:59 AM	Rebecca Lesley	Carolyn Martinez	Carolyn Martinez
Amanda Graley	Maq McNair	Amanda Graley	J Cooper	Amanda Graley	Maq McNair
Sergio Lugo	Sergio Lugo	J Cooper	Lydia Neel	Misha Padilla	Amanda Graley
AUGUST 8, 9:04 AM	AUGUST 8, 9:02 AM	Amanda Graley	Amanda Graley	AUGUST 8, 8:54 AM	AUGUST 8, 8:51 AM
Teresa Brooksher	J Cooper	AUGUST 8, 8:59 AM	AUGUST 8, 8:56 AM	Rebecca Lesley	Maritza Montano
Maq McNair	Rod Macdonald	Carolyn Martinez	Maritza Montano	Amanda Graley	Carolyn Martinez
Amanda Graley	Maq McNair	Amanda Graley	Rebecca Lesley	Misha Padilla	Maq McNair
Sergio Lugo	Sergio Lugo	Rebecca Lesley	J Cooper	AUGUST 8, 8:54 AM	Misha Padilla
AUGUST 8, 9:04 AM	AUGUST 8, 9:02 AM	Carolyn Martinez	Lydia Neel	AUGUST 8, 8:53 AM	AUGUST 8, 8:51 AM
Teresa Brooksher	J Cooper	Rebecca Lesley	Maq McNair	Rebecca Lesley	Maritza Montano
Maq McNair	Rod Macdonald	Maq McNair	Maritza Montano	Teresa Brooksher	Rod Macdonald
Amanda Graley	Amanda Graley	Amanda Graley	Rebecca Lesley	Amanda Graley	Carolyn Martinez
Sergio Lugo	Sergio Lugo	AUGUST 8, 8:58 AM	Lydia Neel	Misha Padilla	Maq McNair
Misha Padilla	AUGUST 8, 9:01 AM	Rebecca Lesley	Maq McNair	AUGUST 8, 8:54 AM	Misha Padilla
AUGUST 8, 9:03 AM	AUGUST 8, 9:02 AM	Carolyn Martinez	Lydia Neel	Rebecca Lesley	AUGUST 8, 8:50 AM
Teresa Brooksher	J Cooper	Amanda Graley	Maq McNair	Teresa Brooksher	Maritza Montano
Lydia Neel	Rod Macdonald	Rebecca Lesley	Maritza Montano	Carolyn Martinez	J Cooper
Maq McNair	Sergio Lugo	Maq McNair	Kelli Robinson	Amanda Graley	Rod Macdonald
Amanda Graley	AUGUST 8, 9:01 AM	Maq McNair	Lydia Neel	AUGUST 8, 8:53 AM	Maq McNair
Sergio Lugo	J Cooper	Amanda Graley	Maq McNair	Teresa Brooksher	Misha Padilla
Misha Padilla	Rod Macdonald	Lydia Neel	AUGUST 8, 8:55 AM	Carolyn Martinez	AUGUST 8, 8:50 AM
AUGUST 8, 9:03 AM	Sergio Lugo	Maq McNair	Maritza Montano	Amanda Graley	Maritza Montano
Lydia Neel	Misha Padilla	Rebecca Lesley	Kelli Robinson	AUGUST 8, 8:53 AM	J Cooper
Maq McNair	AUGUST 8, 9:01 AM	Carolyn Martinez	Lydia Neel	Carolyn Martinez	Rod Macdonald
Sergio Lugo	J Cooper	Maq McNair	Maq McNair	Amanda Graley	Carolyn Martinez
Misha Padilla	Rod Macdonald	Amanda Graley	AUGUST 8, 8:55 AM	Teresa Brooksher	Maq McNair
AUGUST 8, 9:03 AM	Misha Padilla	AUGUST 8, 8:57 AM	Maq McNair	Carolyn Martinez	Amanda Graley
Rod Macdonald	AUGUST 8, 9:01 AM	Maritza Montano	Maq McNair	AUGUST 8, 8:53 AM	Misha Padilla
Lydia Neel	Maritza Montano	Rebecca Lesley	Maritza Montano	Rebecca Lesley	AUGUST 8, 8:50 AM
Maq McNair	J Cooper	Maq McNair	Kelli Robinson	Teresa Brooksher	Maritza Montano
Sergio Lugo	Rod Macdonald	Amanda Graley	Lydia Neel	Carolyn Martinez	J Cooper
Misha Padilla	Misha Padilla	Misha Padilla	Maq McNair	Amanda Graley	Rod Macdonald
AUGUST 8, 9:03 AM	AUGUST 8, 9:01 AM	AUGUST 8, 8:57 AM	AUGUST 8, 8:55 AM	AUGUST 8, 8:51 AM	Maq McNair
Rod Macdonald	Maritza Montano	Rebecca Lesley	Carolyn Martinez	Maritza Montano	Amanda Graley
Lydia Neel	J Cooper	Maq McNair	Maq McNair	Teresa Brooksher	Misha Padilla
Maq McNair	Rod Macdonald	Amanda Graley	Maq McNair	Carolyn Martinez	AUGUST 8, 8:50 AM
Sergio Lugo	Misha Padilla	AUGUST 8, 8:57 AM	AUGUST 8, 8:55 AM	AUGUST 8, 8:51 AM	Maritza Montano
Misha Padilla	AUGUST 8, 9:01 AM	Rebecca Lesley	AUGUST 8, 8:55 AM	Maritza Montano	Kelli Robinson
AUGUST 8, 9:03 AM	Maritza Montano	Maq McNair	Maq McNair	Lydia Neel	J Cooper
Rod Macdonald	J Cooper	Amanda Graley	Carolyn Martinez	AUGUST 8, 8:51 AM	Rod Macdonald
Lydia Neel	Rod Macdonald	Misha Padilla	Maq McNair	Maritza Montano	Maq McNair
Maq McNair	AUGUST 8, 9:01 AM	AUGUST 8, 8:56 AM	Misha Padilla	Carolyn Martinez	Amanda Graley
Sergio Lugo	J Cooper	Rebecca Lesley	Rebecca Lesley	Lydia Neel	Misha Padilla
Misha Padilla	Rod Macdonald	J Cooper	Carolyn Martinez	AUGUST 8, 8:51 AM	AUGUST 8, 8:50 AM
AUGUST 8, 9:03 AM	Maq McNair	Maq McNair	Misha Padilla	Maritza Montano	Maritza Montano
Rod Macdonald	AUGUST 8, 9:01 AM	Amanda Graley	AUGUST 8, 8:55 AM	Rebecca Lesley	Rebecca Lesley
Maq McNair	Maritza Montano	Misha Padilla	Rod Macdonald	Carolyn Martinez	
Sergio Lugo	AUGUST 8, 9:01 AM				
Misha Padilla					

Kelli Robinson	Rod Macdonald	AUGUST 8, 8:47 AM	Amanda Graley	Rod Macdonald	AUGUST 8, 8:37 AM
Rod Macdonald	Maq McNair	Maritza Montano	AUGUST 8, 8:43 AM	Amanda Graley	Amanda Graley
Maq McNair	AUGUST 8, 8:48 AM	J Cooper	J Cooper	AUGUST 8, 8:41 AM	AUGUST 8, 8:37 AM
Amanda Graley	Rebecca Lesley	Rod Macdonald	Carolyn Martinez	Maritza Montano	Maritza Montano
Misha Padilla	Rod Macdonald	Amanda Graley	Amanda Graley	Kelli Robinson	Amanda Graley
AUGUST 8, 8:50 AM	Carolyn Martinez	AUGUST 8, 8:46 AM	AUGUST 8, 8:43 AM	J Cooper	AUGUST 8, 8:37 AM
Maritza Montano	Maq McNair	Maritza Montano	Kelli Robinson	Rod Macdonald	Maritza Montano
Rebecca Lesley	AUGUST 8, 8:48 AM	J Cooper	J Cooper	Amanda Graley	Rod Macdonald
Rod Macdonald	Rebecca Lesley	Rod Macdonald	Carolyn Martinez	AUGUST 8, 8:41 AM	Amanda Graley
Maq McNair	J Cooper	AUGUST 8, 8:46 AM	Amanda Graley	Maritza Montano	AUGUST 8, 8:37 AM
Amanda Graley	Rod Macdonald	Maritza Montano	AUGUST 8, 8:43 AM	J Cooper	Maritza Montano
Misha Padilla	Carolyn Martinez	J Cooper	J Cooper	Rod Macdonald	J Cooper
AUGUST 8, 8:50 AM	Maq McNair	AUGUST 8, 8:46 AM	Carolyn Martinez	Amanda Graley	Rod Macdonald
Maritza Montano	AUGUST 8, 8:48 AM	Maritza Montano	Amanda Graley	AUGUST 8, 8:41 AM	Amanda Graley
Rod Macdonald	J Cooper	J Cooper	AUGUST 8, 8:43 AM	Maritza Montano	AUGUST 8, 8:36 AM
Maq McNair	Rod Macdonald	Carolyn Martinez	J Cooper	J Cooper	Maritza Montano
Amanda Graley	Carolyn Martinez	AUGUST 8, 8:46 AM	Carolyn Martinez	Rod Macdonald	J Cooper
Misha Padilla	Maq McNair	Maritza Montano	Amanda Graley	AUGUST 8, 8:40 AM	Amanda Graley
AUGUST 8, 8:50 AM	AUGUST 8, 8:48 AM	J Cooper	Misha Padilla	J Cooper	AUGUST 8, 8:36 AM
Maritza Montano	J Cooper	Carolyn Martinez	AUGUST 8, 8:42 AM	Rod Macdonald	Maritza Montano
Rod Macdonald	Rod Macdonald	Misha Padilla	J Cooper	AUGUST 8, 8:40 AM	J Cooper
Maq McNair	Carolyn Martinez	AUGUST 8, 8:46 AM	Teresa Brooksher	J Cooper	Amanda Graley
Misha Padilla	Maq McNair	Maritza Montano	Carolyn Martinez	Rod Macdonald	Misha Padilla
AUGUST 8, 8:49 AM	Amanda Graley	Kelli Robinson	Amanda Graley	Misha Padilla	AUGUST 8, 8:35 AM
Maritza Montano	AUGUST 8, 8:48 AM	J Cooper	Misha Padilla	AUGUST 8, 8:40 AM	Maritza Montano
Kelli Robinson	J Cooper	Carolyn Martinez	AUGUST 8, 8:42 AM	J Cooper	Maritza Montano
Rod Macdonald	Rod Macdonald	Carolyn Martinez	AUGUST 8, 8:42 AM	Rod Macdonald	Roy Cox
Maq McNair	Carolyn Martinez	Misha Padilla	Maritza Montano	AUGUST 8, 8:40 AM	Amanda Graley
Misha Padilla	Maq McNair	AUGUST 8, 8:46 AM	J Cooper	Kelli Robinson	Misha Padilla
AUGUST 8, 8:49 AM	AUGUST 8, 8:48 AM	Maritza Montano	Teresa Brooksher	J Cooper	AUGUST 8, 8:35 AM
Maritza Montano	J Cooper	Kelli Robinson	Carolyn Martinez	Rod Macdonald	Maritza Montano
Rod Macdonald	Rod Macdonald	Carolyn Martinez	Amanda Graley	AUGUST 8, 8:40 AM	Roy Cox
Maq McNair	Carolyn Martinez	AUGUST 8, 8:46 AM	Misha Padilla	Kelli Robinson	Amanda Graley
Misha Padilla	Maq McNair	Maritza Montano	AUGUST 8, 8:42 AM	Rod Macdonald	Misha Padilla
AUGUST 8, 8:49 AM	Misha Padilla	Kelli Robinson	J Cooper	AUGUST 8, 8:39 AM	AUGUST 8, 8:35 AM
Maritza Montano	AUGUST 8, 8:48 AM	Teresa Brooksher	Carolyn Martinez	Kelli Robinson	Maritza Montano
Rod Macdonald	Rod Macdonald	Carolyn Martinez	Amanda Graley	Rod Macdonald	Michelle Rodriguez
Maq McNair	Carolyn Martinez	J Cooper	AUGUST 8, 8:42 AM	Amanda Graley	Roy Cox
Misha Padilla	Maq McNair	Maritza Montano	AUGUST 8, 8:42 AM	AUGUST 8, 8:39 AM	Amanda Graley
AUGUST 8, 8:49 AM	Misha Padilla	J Cooper	J Cooper	Maritza Montano	Misha Padilla
Maritza Montano	AUGUST 8, 8:47 AM	Teresa Brooksher	Carolyn Martinez	Kelli Robinson	AUGUST 8, 8:35 AM
Rod Macdonald	Rod Macdonald	Carolyn Martinez	Amanda Graley	Rod Macdonald	Maritza Montano
Maq McNair	Carolyn Martinez	AUGUST 8, 8:45 AM	AUGUST 8, 8:42 AM	Amanda Graley	Roy Cox
Misha Padilla	Misha Padilla	Maritza Montano	Maritza Montano	AUGUST 8, 8:39 AM	Amanda Graley
AUGUST 8, 8:49 AM	AUGUST 8, 8:47 AM	J Cooper	AUGUST 8, 8:42 AM	Maritza Montano	Misha Padilla
Maritza Montano	Rod Macdonald	Carolyn Martinez	J Cooper	Kelli Robinson	AUGUST 8, 8:35 AM
Rod Macdonald	Carolyn Martinez	AUGUST 8, 8:45 AM	Teresa Brooksher	Rod Macdonald	Roy Cox
Maq McNair	Amanda Graley	Maritza Montano	Carolyn Martinez	AUGUST 8, 8:39 AM	Amanda Graley
AUGUST 8, 8:49 AM	Misha Padilla	J Cooper	Amanda Graley	Maritza Montano	Misha Padilla
Maritza Montano	AUGUST 8, 8:47 AM	Carolyn Martinez	AUGUST 8, 8:45 AM	Kelli Robinson	AUGUST 8, 8:35 AM
Rebecca Lesley	Rod Macdonald	Amanda Graley	AUGUST 8, 8:45 AM	Rod Macdonald	Roy Cox
J Cooper	Carolyn Martinez	Maritza Montano	Maritza Montano	Misha Padilla	Amanda Graley
Rod Macdonald	Misha Padilla	AUGUST 8, 8:47 AM	J Cooper	AUGUST 8, 8:39 AM	AUGUST 8, 8:35 AM
Maq McNair	AUGUST 8, 8:47 AM	Kelli Robinson	Teresa Brooksher	Kelli Robinson	J Cooper
AUGUST 8, 8:49 AM	Kelli Robinson	Rod Macdonald	Amanda Graley	Rod Macdonald	Roy Cox
Maritza Montano	Carolyn Martinez	Carolyn Martinez	AUGUST 8, 8:45 AM	Misha Padilla	Amanda Graley
Rebecca Lesley	Misha Padilla	AUGUST 8, 8:45 AM	AUGUST 8, 8:45 AM	AUGUST 8, 8:39 AM	AUGUST 8, 8:35 AM
J Cooper	AUGUST 8, 8:47 AM	Maritza Montano	J Cooper	Rod Macdonald	AUGUST 8, 8:34 AM
Rod Macdonald	Kelli Robinson	J Cooper	Teresa Brooksher	Misha Padilla	J Cooper
Maq McNair	Carolyn Martinez	Maq McNair	Amanda Graley	AUGUST 8, 8:39 AM	Amanda Graley
AUGUST 8, 8:49 AM	Misha Padilla	AUGUST 8, 8:47 AM	AUGUST 8, 8:45 AM	Rod Macdonald	Misha Padilla
Maritza Montano	AUGUST 8, 8:47 AM	Rod Macdonald	J Cooper	AUGUST 8, 8:39 AM	AUGUST 8, 8:33 AM
Rebecca Lesley	Kelli Robinson	J Cooper	Amanda Graley	J Cooper	J Cooper
Rod Macdonald	Carolyn Martinez	Maritza Montano	AUGUST 8, 8:43 AM	Misha Padilla	Amanda Graley
Maq McNair	Misha Padilla	AUGUST 8, 8:47 AM	J Cooper	AUGUST 8, 8:39 AM	Misha Padilla
AUGUST 8, 8:49 AM	AUGUST 8, 8:47 AM	Kelli Robinson	Carolyn Martinez	J Cooper	AUGUST 8, 8:33 AM
Rebecca Lesley	Maq McNair	Rod Macdonald	Amanda Graley	Rod Macdonald	J Cooper
Rod Macdonald	J Cooper	Carolyn Martinez	AUGUST 8, 8:41 AM	Amanda Graley	Amanda Graley
Maq McNair	Amanda Graley	Misha Padilla	Maritza Montano	AUGUST 8, 8:37 AM	Misha Padilla
AUGUST 8, 8:49 AM	AUGUST 8, 8:47 AM	AUGUST 8, 8:43 AM	AUGUST 8, 8:41 AM	J Cooper	AUGUST 8, 8:33 AM
Rebecca Lesley	Rod Macdonald	Maritza Montano	Maritza Montano	Rod Macdonald	J Cooper
Rod Macdonald	Maq McNair	J Cooper	J Cooper	Amanda Graley	Amanda Graley
Maq McNair	Kelli Robinson	Carolyn Martinez	Rod Macdonald	AUGUST 8, 8:37 AM	Misha Padilla
AUGUST 8, 8:49 AM	Amanda Graley	Amanda Graley	Carolyn Martinez	AUGUST 8, 8:37 AM	AUGUST 8, 8:33 AM
Rebecca Lesley	AUGUST 8, 8:47 AM	Maritza Montano	Amanda Graley	Rod Macdonald	J Cooper
Kelli Robinson	Maq McNair	J Cooper	AUGUST 8, 8:41 AM	Amanda Graley	Amanda Graley
Rod Macdonald	Rod Macdonald	Carolyn Martinez	Maritza Montano	AUGUST 8, 8:37 AM	Misha Padilla
Maq McNair	AUGUST 8, 8:49 AM	J Cooper	J Cooper	AUGUST 8, 8:37 AM	AUGUST 8, 8:33 AM
Rebecca Lesley	Amanda Graley	Carolyn Martinez	Amanda Graley	Amanda Graley	

J Cooper	AUGUST 8, 8:30 AM	Amanda Graley	Kelli Robinson	Maq McNair	AUGUST 8, 8:22 AM
Amanda Graley	J Cooper	Misha Padilla	J Cooper	Amanda Graley	J Cooper
Misha Padilla	Roy Cox	AUGUST 8, 8:29 AM	Misha Padilla	Misha Padilla	Amanda Graley
AUGUST 8, 8:32 AM	Amanda Graley	J Cooper	AUGUST 8, 8:28 AM	AUGUST 8, 8:25 AM	AUGUST 8, 8:20 AM
J Cooper	Misha Padilla	Amanda Graley	J Cooper	Maq McNair	Amanda Graley
Roy Cox	AUGUST 8, 8:30 AM	Misha Padilla	Misha Padilla	Amanda Graley	AUGUST 6, 1:36 PM
Amanda Graley	J Cooper	AUGUST 8, 8:28 AM	AUGUST 8, 8:27 AM	Misha Padilla	Isaim Buenrostro
Misha Padilla	Roy Cox	Kelli Robinson	J Cooper	AUGUST 8, 8:24 AM	AUGUST 6, 1:07 PM
AUGUST 8, 8:31 AM	Amanda Graley	J Cooper	Amanda Graley	Amanda Graley	Isaim Buenrostro
J Cooper	AUGUST 8, 8:30 AM	Amanda Graley	Misha Padilla	Misha Padilla	
Roy Cox	J Cooper	Misha Padilla	AUGUST 8, 8:25 AM	AUGUST 8, 8:23 AM	
Amanda Graley	Roy Cox	AUGUST 8, 8:28 AM	J Cooper	Amanda Graley	