



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hesperia High School	36-75044-3630407	4/18/2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hesperia High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- HOM

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Hesperia High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
HOM

Hesperia High School's goals and metrics closely align to the district goals and metrics outlined in the Local Control and Accountability Plan. During the 2022-2023 school year HHS changed their mission, vision and goals to better align with the district and the actual school focus identified by staff through the site leadership team. Hesperia High School will work with the district to ensure that our students identified as foster or homeless are updated on a regular basis. Counseling and student support will periodically meet with students that are foster or homeless to check in academically and social emotionally. Additional resources will be provided during these meeting if needed. During the 2022-2023 school year Hesperia High School began the planning phases of becoming a Community School. As part of the planning phase a community school coordinator was hired and a needs assessment was conducted through surveys and focus groups for staff, students, and parents. Parents identified the need for academic support and mental health resources which aligns with both the school and district goals. During the 2024-2025 school year Hesperia High School will continue to present at and host the African American Parent Advisory Committee on various topics in order to increase parent engagement which will lead to increased student performance. The counseling team and parent center have prioritized increasing parent engagement by providing workshops on campus in addition to district workshops. During the 2024-2025 the workshops HHS will continue to offer a virtual option as well to give more parents the opportunity to get involved with a special emphasis on the parents of students in our targeted groups. Hesperia High School will continue to plan the master schedule for the Special Education department to ensure that teachers have collaboration classes that align with their specialized academic instruction classes. Aligning course assignments for teachers allows teachers to follow closer to the general education classes to provide a rigorous curriculum for all students. Hesperia High School will continue to analyze data from the targeted groups throughout the school year to adjust program needs. Progress towards goals is also monitored by formal and informal classroom observations. Teaching staff is formally observed through the evaluation progress at least once a year by an administrator if they are tenured. Tenured teachers go through the evaluation process every two years to continue to focus on how to grow as an educator. Teachers who are not tenured are formally observed twice a year during the evaluation process. Through the evaluation process teachers set goals aligned to the school focus. Administration conducts informal walkthroughs on a regular basis with the goal to have every classroom on campus visited by one administrator each week.

Educational Partner Involvement

How, when, and with whom did Hesperia High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hesperia High provides educational partners with various opportunities to provide input to the SPSA. Monthly School Site Council meetings and quarterly ELAC meetings are held with parents, students and staff in attendance. The principal shares data during the meeting and gives attendees an opportunity to provide feedback and input. Monthly leadership meetings are held each third Tuesday of the month on campus with administration and at least one representative from each department present. During leadership meetings the assistant principal provides a budget update and multiple positions provide data to show progress towards site goals. Parents are provided with additional opportunities to provide feedback and input towards site goals during various parent meetings that are conducted through the Parent Center on campus. Hesperia High School started to develop a School Implementation Plan in the 2017-2018 school year to establish and maintain a focus on increasing academic rigor and literacy through the 5C's. During the 2022-2023 school year the SLT decided to change the focus to deepening student learning in preparation for college and careers. Another change to come from the SLT process what revisiting the mission, vision and goals of Hesperia High School to ensure that they reflect the ongoing work at HHS and also align with the district mission, vision, and goals. This includes expanding the 5C's to the 6C's to align with the district. During the 2019-2020 School Year, the staff at Hesperia High School participated in a self study of the school as part of the WASC process. Staff started the process by looking a data in regards to student achievement, student behavior, parent participation and various other topics. The focus groups identified programs and strategies being utilized at Hesperia High School in order to answer

prompts for the self study. Through this process, the staff also identified the needs and areas of growth for the school. School Site Council reviewed the work of the staff focus groups and provided input before the final WASC document was submitted. During the 2020-2021 school year, Hesperia High School had a three-day full WASC visit with a visiting committee. The visiting committee confirmed the areas of growth that the staff of Hesperia High School identified in the self-study process. The areas of strength and growth were presented and discussed in a school-wide staff meeting, leadership, and school site council at the end of the 2020-2021 school year. During each meeting educational partners had the opportunity to provide input on strategies to make progress towards the areas of growth. As part of the planning phase to become a community school Hesperia High School conducted a needs assessment through surveys and focus groups with staff, parents, and students. A community school committee meets on a monthly basis that includes site staff, students, parents, community partners, and district personnel. During the 2023-2024 school year Hesperia High School hosted a mid-cycle WASC visit. The visiting team acknowledged the process HHS has made towards the goals left during the full visit in 2021. The visiting team left two additional areas of growth including closing the achievement gap for students with disabilities specially on the English CAASPP and monitoring suspension rates. These additional areas of growth align with the current goals outlined in the Single Plan for Student Achievement. During the 2023-2024 school year Hesperia High School administered the YouthTruth survey to parents and students that allows both groups to provide input of areas of strength and growth for the school. Staff that is not on the leadership team are given the opportunity to provide input through feedback loops with leadership as well as completing the leadership survey during second semester.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Hesperia High School has been dedicated to supporting an increase in academic proficiency by providing funding for additional staff, instructional materials, academic intervention programs, and professional development for teachers. Resources have been mainly utilized to support academic success with a smaller portion being utilized for social emotional learning needs. Moving forward, Hesperia High School will allocate more funding to support students in their social emotional needs including maintaining a Suspension Alternative Program and Wellness Center on campus. Hesperia High School is dedicated to become a model Community School that integrates the four pillars to meet the needs of all students. Research has shown that students perform better academically when their social emotional needs are being addressed. Hesperia High School has not identified any resource inequities for our targeted support groups. Hesperia High School will continue to analyze data for the targeted subgroups throughout the year to adjust programs as needed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Progress (Orange): Hesperia High School has the highest number of EL students in the district with a majority of those students being LTEL students. During the 2023-2024 school year each student met with the LTEL assistant to review reclassification status and supports available on campus. HHS begin to utilize the Talking Points communication tool which allows staff and families to communicate without a language barrier. This allows staff to reach out to parents without a third party to translate which allows parents to be actively engaged in their child's education. The Hesperia Unified School District updated the reclassification criteria to allow students to reclass once they have reached a reading level of 8th grade or above to show basic skills relative to English proficient students. As a result more students have reclassified during the 2023-2024 school year. The new criteria has been communicated to students by the LTEL assistant. The RFEP counselor will continue to monitor students who reclass to ensure they have the resources needed to be successful.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Graduation Rate (All Students-Blue)
White (Orange)
African American (Yellow)

Hesperia High School graduated 100% of students enrolled on campus for the class of 2024. Students considered non-graduates are students who have dropped from the school and moved to another state or students on the certificate of completion track. Moving forward Hesperia High School will continue to maintain enrollment policies to ensure that students that are dropped from Hesperia High School are enrolled in another school.

ELA (All Students-Yellow)

Students with Disabilities (Red): During the 2023-2024 school year English special education teachers collaborated during PLC time in order to create pacing guides for each grade level and vertically align special education English classes. Special Education English teachers taught collab classes for the same grade level as their special education classes. Moving forward English special education teachers will collaborate with the general education English PLCs at least twice a month to improve instruction and student learning.

Suspension Rate (All Students-Yellow)

Homeless (Red): Hesperia High School is committed to implementing the four pillars of a community school in order to meet the needs of all students and an emphasis on support for homeless students. Hesperia High School will communicate and collaborate with families to ensure that integrated supports are being utilized to meet the needs of the student.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hesperia High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.31%	0.18%	5	7	4
African American	8.5%	8.01%	6.95%	184	178	158
Asian	1.0%	0.99%	0.88%	22	22	20
Filipino	0.4%	0.31%	0.35%	9	7	8
Hispanic/Latino	78.8%	78.27%	80.4%	1,707	1,740	1829
Pacific Islander	0.3%	0.22%	0.22%	7	5	5
White	9.9%	10.84%	10.11%	215	241	230
Multiple/No Response	0.8%	0.94%	0.84%	17	21	19
Total Enrollment				2,166	2,223	2275

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	636	605	642
Grade 10	601	658	611
Grade 11	513	503	566
Grade 12	416	457	456
Total Enrollment	2,166	2,223	2,275

Conclusions based on this data:

1. Hesperia High School's enrollment continues to grow each year over the last three school years with an increase in enrollment from 9th grade to 10th grade for the class of 2024 and 2025.
2. The class of 2024 started as the largest 9th grade enrollment and has maintained the highest number of enrollment compared to the same grade level. During the 2022-23 school year HHS had the largest junior class in the past three years. The class of 2023 enrollment decreased by 145 students from 10th grade to 12th grade while the class of 2024 only decreased by 70 students in the same time frame.
3. Hesperia High School has not seen a significant change in enrollment by subgroup in the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	536	531	533	24.7%	23.9%	23.4%
Reclassified Fluent English Proficient (RFEP)	413	411	413	19.10%	18.50%	18.20%

Conclusions based on this data:

1. Hesperia High School's EL percentage has remained constant over the last three school years with no significant change to the percent of students classified as EL. Therefore, continued support for students and staff are needed. Students will require support through tutoring and additional staff. Staff will require support through professional development.
2. Hesperia High School's RFEP percentage has remained constant over the last three school years with no significant change to the percent of students reclassified.
3. Hesperia High School needs to continue to focus on supporting EL students with a majority of EL students identified as long term EL's. Continued communication with students and parents in regards to student progress towards reclassification is important to motivate students to reach their reclassification goals.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	464	449	491	347	434	474	342	434	473	74.8	96.7	96.5
All Grades	464	449	491	347	434	474	342	434	473	74.8	96.7	96.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2552.	2544.	2558.	14.04	11.75	13.53	26.32	24.42	29.81	29.53	29.72	27.27	30.12	34.10	29.39
All Grades	N/A	N/A	N/A	14.04	11.75	13.53	26.32	24.42	29.81	29.53	29.72	27.27	30.12	34.10	29.39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.88	16.82	19.66	57.89	54.61	57.72	22.22	28.57	22.62
All Grades	19.88	16.82	19.66	57.89	54.61	57.72	22.22	28.57	22.62

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.29	11.06	15.86	47.65	54.38	51.16	37.06	34.56	32.98
All Grades	15.29	11.06	15.86	47.65	54.38	51.16	37.06	34.56	32.98

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.06	7.37	9.30	76.32	75.35	76.74	14.62	17.28	13.95
All Grades	9.06	7.37	9.30	76.32	75.35	76.74	14.62	17.28	13.95

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.79	12.90	14.16	66.96	65.67	66.17	17.25	21.43	19.66
All Grades	15.79	12.90	14.16	66.96	65.67	66.17	17.25	21.43	19.66

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Conclusions based on this data:

1. All subgroups showed improvement with the exception of Students with Disabilities from the previous school year. Hesperia High School will continue to offer academic support through tutoring, additional staffing, and instructional materials.
2. Hesperia High School saw an overall improvement of 18.1 points on performance with the state seeing a slight decrease in performance from the previous year.
3. Hesperia High School has a large percentage of students that are at or near standard in all claim categories. Reading claim had the most students above standard and listening had the least students below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	464	449	492	354	434	478	349	434	478	76.3	96.7	97.2
All Grades	464	449	492	354	434	478	349	434	478	76.3	96.7	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2534.	2504.	2529.	2.58	1.84	2.72	18.05	11.29	14.44	28.94	21.20	31.80	50.43	65.67	51.05
All Grades	N/A	N/A	N/A	2.58	1.84	2.72	18.05	11.29	14.44	28.94	21.20	31.80	50.43	65.67	51.05

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.46	4.61	8.58	46.99	35.71	44.35	43.55	59.68	47.07
All Grades	9.46	4.61	8.58	46.99	35.71	44.35	43.55	59.68	47.07

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.16	3.92	5.02	67.62	60.37	65.27	27.22	35.71	29.71
All Grades	5.16	3.92	5.02	67.62	60.37	65.27	27.22	35.71	29.71

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	3.15	3.46	4.60	67.34	66.36	66.32	29.51	30.18	29.08
All Grades	3.15	3.46	4.60	67.34	66.36	66.32	29.51	30.18	29.08

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Conclusions based on this data:

1. All subgroups showed improvement from the previous school year with a 30.5 point improvement from all students from the previous school year. Hesperia High School will continue to offer academic support through tutoring, additional staffing, and instructional materials.
2. A majority of students performed above, at or near standard for Problem Solving & Modeling and Communicating Reasoning.
3. Students struggled the most with the Concept & Procedures claim which has been consistent over the last three school years.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1534.9	1529.0	1528.7	1524.5	1516.6	1517.8	1544.8	1541.0	1539.1	127	129	142
10	1550.2	1546.2	1544.9	1537.6	1541.8	1536.9	1562.3	1550.2	1552.3	126	152	138
11	1548.9	1563.0	1561.7	1537.3	1558.0	1553.4	1559.9	1567.5	1569.3	96	109	118
12	1566.4	1564.4	1574.6	1560.7	1567.2	1586.4	1571.7	1561.0	1562.3	60	101	98
All Grades										409	491	496

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.66	6.20	7.04	33.86	40.31	29.58	35.43	37.98	43.66	22.05	15.50	19.72	127	129	142
10	14.40	19.08	13.77	35.20	32.89	38.41	43.20	25.66	31.88	7.20	22.37	15.94	125	152	138
11	13.54	17.43	17.80	36.46	37.61	33.05	36.46	27.52	34.75	13.54	17.43	14.41	96	109	118
12	22.03	24.75	26.53	32.20	26.73	29.59	27.12	33.66	31.63	18.64	14.85	12.24	59	101	98
All Grades	13.51	16.50	15.32	34.64	34.62	32.86	36.86	30.96	35.89	14.99	17.92	15.93	407	491	496

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.54	14.73	14.79	39.37	41.86	37.32	28.35	31.78	35.21	15.75	11.63	12.68	127	129	142
10	24.00	26.32	23.19	40.80	41.45	41.30	28.00	15.13	23.91	7.20	17.11	11.59	125	152	138
11	23.96	33.03	25.42	50.00	42.20	44.07	16.67	15.60	15.25	9.38	9.17	15.25	96	109	118
12	37.29	39.60	39.80	30.51	34.65	39.80	18.64	12.87	16.33	13.56	12.87	4.08	59	101	98
All Grades	23.59	27.49	24.60	41.03	40.33	40.52	24.08	19.14	23.59	11.30	13.03	11.29	407	491	496

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.94	4.65	4.93	21.26	21.71	17.61	42.52	48.84	39.44	32.28	24.81	38.03	127	129	142
10	12.00	7.24	4.35	24.00	23.03	24.64	45.60	38.82	45.65	18.40	30.92	25.36	125	152	138
11	9.38	11.93	10.17	17.71	22.94	21.19	44.79	41.28	46.61	28.13	23.85	22.03	96	109	118
12	10.17	6.93	6.12	27.12	18.81	28.57	32.20	42.57	35.71	30.51	31.68	29.59	59	101	98
All Grades	8.60	7.54	6.25	22.11	21.79	22.58	42.51	42.77	42.14	26.78	27.90	29.03	407	491	496

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.51	2.33	7.75	67.72	80.62	70.42	26.77	17.05	21.83	127	129	142
10	7.20	8.55	12.32	79.20	75.66	77.54	13.60	15.79	10.14	125	152	138
11	5.21	8.26	10.17	73.96	65.14	67.80	20.83	26.61	22.03	96	109	118
12	5.08	7.92	17.35	71.19	69.31	61.22	23.73	22.77	21.43	59	101	98
All Grades	5.90	6.72	11.49	73.22	73.32	69.96	20.88	19.96	18.55	407	491	496

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	50.00	52.34	51.41	37.90	33.59	33.80	12.10	14.06	14.79	124	128	142
10	56.80	56.29	66.42	32.00	29.14	22.63	11.20	14.57	10.95	125	151	137
11	61.46	77.06	67.24	31.25	17.43	25.86	7.29	5.50	6.90	96	109	116
12	67.86	74.26	88.78	16.07	15.84	7.14	16.07	9.90	4.08	56	101	98
All Grades	57.36	63.60	66.73	31.42	24.95	23.53	11.22	11.45	9.74	401	489	493

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.02	10.08	9.15	45.67	42.64	45.77	43.31	47.29	45.07	127	129	142
10	20.00	13.82	14.49	47.20	41.45	50.00	32.80	44.74	35.51	125	152	138
11	11.46	12.84	13.56	44.79	53.21	40.68	43.75	33.94	45.76	96	109	118
12	15.25	13.86	10.20	47.46	36.63	41.84	37.29	49.50	47.96	59	101	98
All Grades	14.50	12.63	11.90	46.19	43.38	44.96	39.31	43.99	43.15	407	491	496

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.57	0.78	1.41	75.59	81.40	80.99	22.83	17.83	17.61	127	129	142
10	1.60	0.66	0.00	88.00	80.92	86.23	10.40	18.42	13.77	125	152	138
11	16.67	21.10	16.10	66.67	61.47	73.73	16.67	17.43	10.17	96	109	118
12	30.51	11.88	17.35	47.46	72.28	69.39	22.03	15.84	13.27	59	101	98
All Grades	9.34	7.54	7.66	73.22	74.95	78.43	17.44	17.52	13.91	407	491	496

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students as a whole are performing the best on the speaking portion of the ELPAC with 66.73% of students scoring Well Developed and 23.5% scoring Somewhat/Moderately.
2. Students as a whole are struggling in the writing portion of the ELPAC with only 7.66% of students scoring Well Developed. Less students are scoring Beginning for writing over the last three school years.

3. The percentage of students scoring overall a 3 or 4 has been gradually decreasing over the last three years. Therefore, continued support for students and staff are needed. Students will require support through tutoring and additional staff. Staff will require support through professional development.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2275	64.7	23.4	1.5
Total Number of Students enrolled in Hesperia High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	533	23.4
Foster Youth	33	1.5
Homeless	117	5.1
Socioeconomically Disadvantaged	1471	64.7
Students with Disabilities	341	15

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	158	6.9
American Indian	4	0.2
Asian	20	0.9
Filipino	8	0.4
Hispanic	1829	80.4
Two or More Races	19	0.8
Pacific Islander	5	0.2
White	230	10.1

Conclusions based on this data:

1. Based on the majority (64.8%) of the student population being identified as Socioeconomically Disadvantaged, Hesperia High School will increase equity in the classroom by providing additional resources and materials to ensure that all students have access to high quality curriculum, instruction, and assessment.
2. Based on the majority (64.8%) of the student population being identified as Socioeconomically Disadvantaged, Hesperia High School will provide various intervention programs on campus to ensure all students have the opportunity to graduate, meet A-G requirements, and be college and career ready.
3. Based on the majority (64.8%) of the student population being identified as Socioeconomically Disadvantaged, Hesperia High school will provide teachers with opportunities to attend research based professional development in order for students to have access to high quality curriculum, instruction, assessment and foster a safe learning environment with Social Emotional Learning training.

School and Student Performance Data

Overall Performance







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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career High		

Conclusions based on this data:

1. Hesperia High School scored below standard in the area of English Language Arts and Mathematics during the 2023 school year. The mathematics score is 94.3 points below standard compared to the state score of 49.1 points below standard. The English score is 21.5 points below standard compared to the 13.6 points below standard. Hesperia High School will continue in the pursuit of increasing academic proficiency schoolwide by providing academic supports in the form of tutoring, materials for academic class, and research based professional development for teachers to improve modeling, guided practice, and active learning strategies for maximum student engagement. This will continue to be an area of focus for Hesperia High School with an emphasis on mathematics at the district level.
2. Hesperia High School showed an increase in graduation rate and college and career preparedness. Hesperia High School will continue to provide students opportunities to visit college campuses as well as host a college speakers and a college and career fair. Hesperia High School will continue to provide Career Technical Education to prepare students for career paths after high school that are locally needed. Hesperia High School will continue to provide dual enrollment opportunities to all students. Hesperia High School will also continue to implement a rewards and incentive program through the Link Leadership mentoring program.
3. Hesperia High School's suspension rate of 7.2% of students being suspended at least once is significantly higher than the state suspension rate of 3.5%. Hesperia High School will continue to provide a safe and healthy learning environment providing support to students in the form of the PEER program that will provide students with peer counseling and conflict mediation and the necessary materials to provide a well-rounded education. Hesperia High School will also provide support to parents through the Parent Center which will focus on improving communication between the school, parents, and community. Hesperia High School implemented the Suspension Alternative Program for students that have violated education code 48900b, 48900c, and 48900h. Hesperia High School has seen a decrease in students who repeatedly violate the previously mentioned education codes. Hesperia High School has established a Wellness Center on campus staffed by mental health professionals to address student mental health including one on one session and group sessions.

School and Student Performance Data

Academic Performance English Language Arts

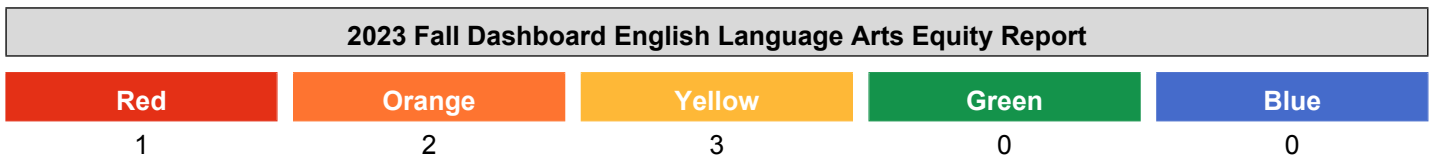
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
21.5 points below standard	78 points below standard	6 Students
Increased Significantly +18.1 points	Increased Significantly +16.9 points	
466 Students	122 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
79.2 points below standard	 Yellow	 Red
Decreased Significantly -29.9 points	25.5 points below standard	137.8 points below standard
25 Students	Increased Significantly +18.9 points	Decreased -5.3 points
	317 Students	62 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 54.8 points below standard Increased Significantly +16.5 points 30 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.5 points below standard Increased +14.7 points 389 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Yellow 10.3 points below standard Increased Significantly +35.8 points 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.3 points below standard Increased Significantly +18.4 points 111 Students	72 points below standard 13 Students	18.8 points below standard Increased Significantly +15.7 points 248 Students

Conclusions based on this data:

- Hesperia High School has shown improvement in English Language Arts. Hesperia High School performed has closed the gap between the school performance (21.5 points below standard) and the state performance (13.6 points below standard). All subgroups improved from the previous school year with the exception of students with disabilities which decreased by 5.3 points.
- Based on all student groups scores being below standard Hesperia High School will continue to provide various intervention programs on campus that will target at-risk students and those performing below standard. This will include a reading intervention teacher to address the students reading far below grade level, assisting these students in accessing curriculum in all classes.
- The English department has identified the following needs moving forward.
 - Effectively assess student learning gaps and devise a way to intervene.
 - Support to student with disabilities.
 - Relevant curriculum to students based on student background and interest.

School and Student Performance Data

Academic Performance Mathematics

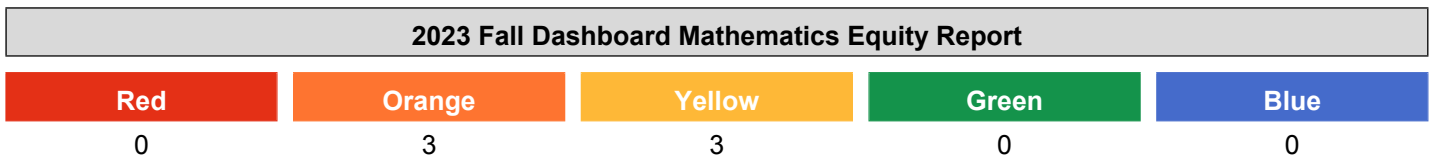
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
94.3 points below standard Increased Significantly +30.5 points	129.5 points below standard Increased Significantly +33.2 points	6 Students
469 Students	124 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
162.7 points below standard Decreased Significantly -25.3 points	 Yellow	 Orange
25 Students	96.1 points below standard Increased Significantly +35.2 points	189.5 points below standard Increased Significantly +26.5 points
	318 Students	62 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 129.3 points below standard Increased Significantly +38.2 points 30 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 95.6 points below standard Increased Significantly +26.1 points 392 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Yellow 73.9 points below standard Increased Significantly +41.3 points 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134.8 points below standard Increased Significantly +35.5 points 113 Students	117 points below standard 13 Students	95.8 points below standard Increased Significantly +27.9 points 249 Students

Conclusions based on this data:

- Hesperia High School has shown improvement in Mathematics. Hesperia High School has closed the gap between the school performance (94.3 points below standard) and the state performance (49.1 points below standard). All subgroups performed increased significantly from the previous school year.
- During the 2023-24 school, Hesperia High School utilized an additional full time math teachers to lower class sizes in the Integrated I classes. As a result passing rates in Integrated Math 1 has increased and the Integrated Math 1 PLC identify class sizes has a major factor is student success.
- The mathematics department determined that there is a need to continue cycles of inquiry by utilizing common formative assessments based on the guaranteed viable curriculum established during the 2023-2024 school year. The department will focus on implementing the new curriculum to ensure 80% of students master the priority standards.

School and Student Performance Data

Academic Performance English Learner Progress

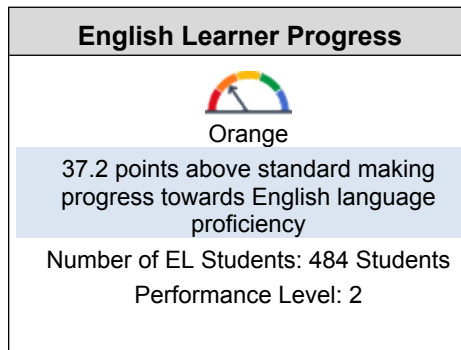
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
166	135	30	141

Conclusions based on this data:

1. English Learner progress at Hesperia High School is lower than the state average. Hesperia High School has the highest number of EL students than all schools in the Hesperia Unified School District.
2. More students decreased a ELPI level than any other group. During the 2023-2024 school year Hesperia Unified School District modified the reclassification criteria for the district which will allow more underclassmen to reclass.
3. To improve progress towards English Language Proficiency our priorities include:
 1. Continued communication with parents through Talking Points with an emphasis on reclassification status.
 2. Professional Development on EL Strategies
 3. Continued Tutoring
 4. Bilingual Assistants for students in the ELD program

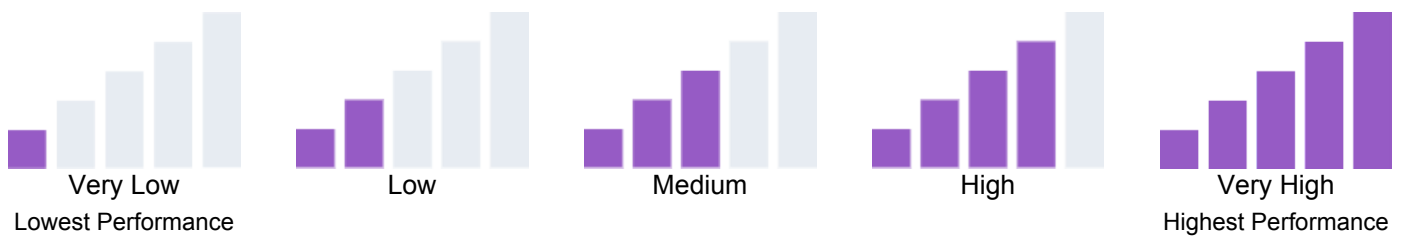
School and Student Performance Data

Academic Performance College/Career Report

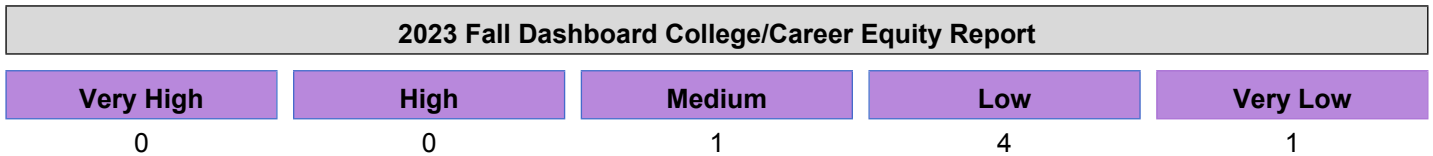
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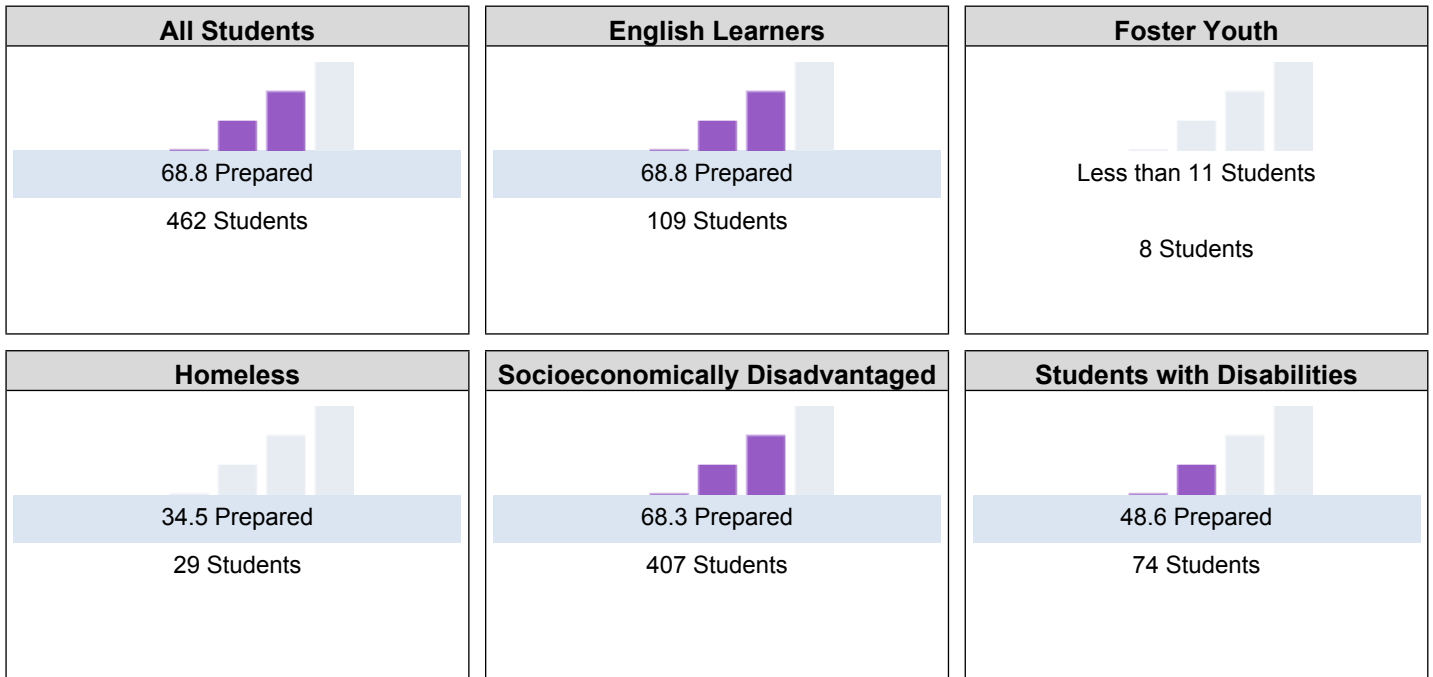


This section provides number of student groups in each level.

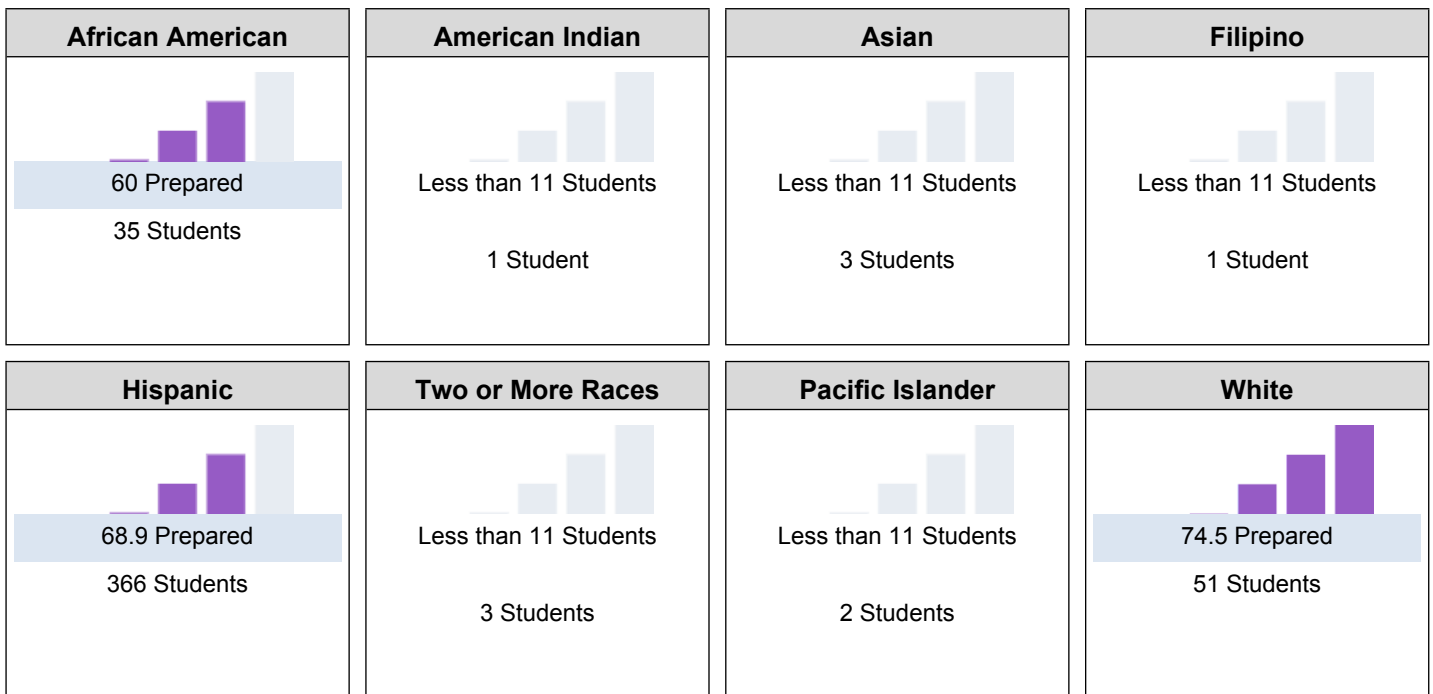


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Hesperia High School had 68.8% of students prepared based on the college and career readiness indicators compared to the state's 43.95.
- All subgroups performed at high or very high with the exception of Students with Disabilities that performed at medium. Students with disabilities for the school were 48.6% prepared compared to the state's prepared at 12.3%.
- Homeless students were 34.5% prepared compared to the state's prepared at 20.4%.

School and Student Performance Data

Academic Engagement Graduation Rate

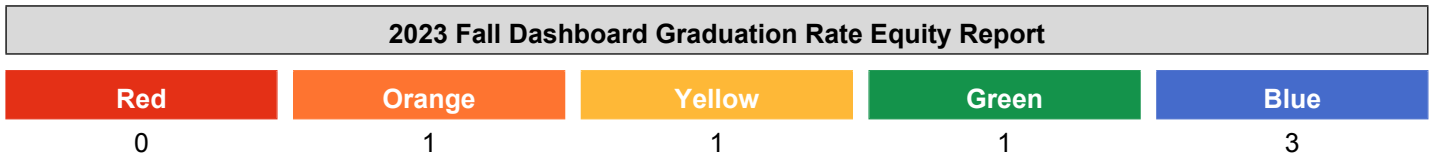
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Blue	Less than 11 Students
97% graduated	97.3% graduated	8 Students
Increased 1.8	Maintained 0.6	
463 Students	110 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
93.1% graduated	 Blue	 Green
Decreased -2.4	97.5% graduated	94.7% graduated
29 Students	Increased 2.7	Increased Significantly 5.1
	408 Students	75 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 91.4% graduated Decreased Significantly -6.1 35 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.6% graduated Increased 3.5 367 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Orange 90.2% graduated Decreased -1.8 51 Students

Conclusions based on this data:

1. Hesperia High School has an overall graduation rate higher than the state graduation rate with most subgroups falling in the High or Very High category. White students is the subgroup with the lowest graduation rate at 90.2% which is slightly higher than the state average of 89.8%.
2. Based on our findings there is a need to continue offering Academic Focus and General Elective classes which provides support to students within their school day. Students need opportunities to access tutoring and General Elective outside of their school day.
3. To maintain or improve the graduation rate at Hesperia High School, our priorities include:
 1. Academic Focus classes for at-risk freshman
 2. General Elective classes for credit deficient juniors and seniors
 3. Tutoring for all students

School and Student Performance Data

Conditions & Climate Suspension Rate

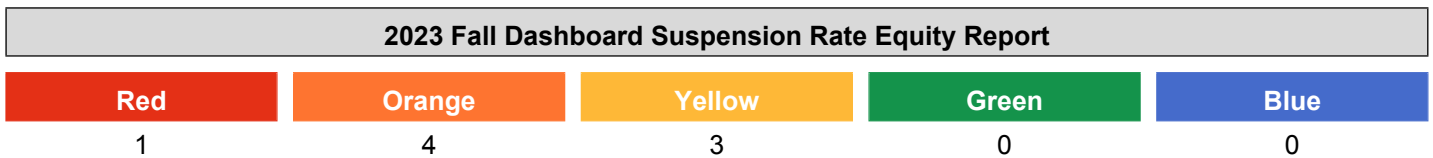
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.2% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 2577 Students</td> </tr> </tbody> </table>	All Students	 Yellow	7.2% suspended at least one day	Declined -0.4 2577 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.2% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 615 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	7.2% suspended at least one day	Declined -0.5 615 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.8% suspended at least one day</td> </tr> <tr> <td>Declined -7.2 47 Students</td> </tr> </tbody> </table>	Foster Youth	 Orange	12.8% suspended at least one day	Declined -7.2 47 Students
All Students														
 Yellow														
7.2% suspended at least one day														
Declined -0.4 2577 Students														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.9% suspended at least one day</td> </tr> <tr> <td>Increased 2.3 171 Students</td> </tr> </tbody> </table>	Homeless	 Red	12.9% suspended at least one day	Increased 2.3 171 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.9% suspended at least one day</td> </tr> <tr> <td>Declined -0.6 1753 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	7.9% suspended at least one day	Declined -0.6 1753 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">14.2% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 394 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	14.2% suspended at least one day	Declined -0.3 394 Students
Homeless														
 Red														
12.9% suspended at least one day														
Increased 2.3 171 Students														
Socioeconomically Disadvantaged														
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Students with Disabilities														
 Orange														
14.2% suspended at least one day														
Declined -0.3 394 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13% suspended at least one day Declined -0.5 200 Students	Less than 11 Students 6 Students	4.8% suspended at least one day Declined -8.9 21 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.4% suspended at least one day Declined -0.4 2054 Students	10.3% suspended at least one day Increased 3.7 29 Students	Less than 11 Students 5 Students	 Orange 9.1% suspended at least one day Increased 1.1 254 Students

Conclusions based on this data:

1. Hesperia High School has a higher suspension rate (7.2%) than the state (3.5%) . Homeless students had the biggest increase in suspensions. The majority of our suspensions across all subgroups are for fighting and drug use.
2. Based on our findings there is a need for more interventions dealing with anger management and conflict resolution. Students need opportunities to learn how to deal with issues among other students in a healthy and helpful manner before they escalate into physical violence. Students need to know there are steps that can be taken to mitigate issues among their peers and that these should be brought to the attention of the administration before a physical altercation occurs. Continuing to build the PEER and Link program on campus will help empower students to be part of the proactive disciplinary process. Providing mental health resources through the Wellness Center will help students find healthy coping skills.
3. To lower the suspension rate at Hesperia High School, our priorities include:
 1. Targeting our sub groups that make up the majority of our suspensions and offer them supports to help them focus on their education
 2. Offering services (anger management, conflict resolution, and suspension alternatives) to help educate our students and de-escalate situations.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase schoolwide academic proficiency

Hesperia High School will continue to revisit and refine the cycle of inquiry being used by PLCs to provide high quality classroom curriculum, instruction and assessment with an emphasis on EL support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hesperia High School has identified the following areas of need based on recommendations from the visiting WASC committee.

1. Collect and analyze assessment data including CAASPP, iReady, and Common Formative Assessments.
2. Professional Development needed on intervention.
3. Provide support programs and materials for academic classes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	All students 97%, HOM 93.1%	Increase graduation rate to above 98%, Increase HOM graduation rate to 95%
College & Career Readiness	68.8% Prepared, HOM 34.5%	Increase college and career readiness to above 70%, HOM 40%
CAASPP ELA	21.5 points below standard, HOM (79.2), SWD(137.8)	Decreased gap between site and standard by 5 points, Decrease HOM student gap by 15, Decrease Students with Disabilities gap by 20
CAASPP Math	124.8 points below standard, HOM (167.5)	Decreased gap between state and site by 25 points, Decrease African American student gap by 20, Decrease Students with Disabilities gap by 30
Integrated Math 1 Pass Rates	16% of sophomores retaking Integrated Math 1	Reduced percentage of sophomores retaking Integrated Math 1 by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide a variety of student and teacher driven tutoring and academic supports. Provide additional staff and educational programs to support Homeless students, Students with Disabilities and English acquisition. Provide student centered tutoring and digital support programs that provide additional support to students.	All Students, EL, HOM, SWD	0.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Personnel - Instructional Assistant Reading Intervention 327,835.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel - Math and Reading Intervention Teacher 70,000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Purchase necessary instructional subscriptions to support academic proficiency 71,878.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Personnel - Bilingual Assistant 76,475.00 LCFF-ED 2000-2999: Classified Personnel Salaries Bilingual Aide 50,000.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries AVID Tutors 20,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel - Over contract after school program
1.2	Purchase of intervention and support programs, materials, and educational technology for academic classes. The intervention teacher will work with struggling and under performing students including Homeless and Students with Disabilities.	All Students, EL, HOM, SWD	10,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Materials 38,542.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Instructional Materials 43,150.00

			LCFF-ED 4000-4999: Books And Supplies Instructional Materials
1.3	Provide teachers and classified employees with opportunities to engage in appropriate research based professional development to improve modeling, guided practice, and active learning strategies for maximum student engagement including on campus training with instructional coach. The focus of professional development will be increasing academic rigor and support for targeted subgroups including Homeless and Students with Disabilities through data analysis of common formative assessments and CAASPP. Professional development will also focus on language acquisition for EL students.	All Students, EL, HOM, SWD	10,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel - Guest Teachers & PLC Leads 1000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional materials/supports 60,000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development/Conferences 1,000.00 Title I Part A: Allocation Instructional materials/supports

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Hesperia High School's utilization of intervention programs in mathematics during the 2023-2024 academic year has proven to be highly effective in delivering top-tier curriculum and instruction to students. These programs, which encompass Delta Math, iXL, Edulastic, and KUTA, have been strategically integrated into various classes. Delta Math, for instance, has been seamlessly incorporated into general education and collaboration classes, while iXL has been adopted in Special Academic Instruction classes. These tools not only serve as valuable assessment instruments, offering prompt feedback to both teachers and students, but also contribute to enhanced learning experiences. To further optimize learning environments, Hesperia High School allocated additional resources to employ an extra math teacher funded by Title 1, particularly targeting reduced class sizes, notably in Integrated Math 1 classes. This initiative has led to smaller class sizes and increased support accessibility for all students, resulting in higher pass rates among freshmen in Integrated Math 1 and a surge in enrollment in advanced math courses for the academic year. Hesperia High School observed overall improvements in students' performance on the Math CAASPP. The reading intervention program, driven by iReady reading scores, effectively gauges student progress and tailors resources accordingly. By leveraging resources procured through Strategy B expenditures, students receive targeted support to elevate their reading levels throughout the year, facilitating better engagement with curriculum across subjects. Subscriptions to Scholastic and Newsela further enrich the reading program by offering articles tailored to diverse reading levels. Recognizing the importance of academic support and enrichment, Hesperia High School bolstered its tutoring and credit recovery programs to enhance graduation rates and College and Career Readiness. The tutoring program has notably provided students with crucial supplementary support for academic success, while the credit recovery program has enabled students to recuperate credits for graduation or A-G requirements through the use of Edgenuity licenses. Hesperia High School also embraced additional virtual learning platforms like EdPuzzle, Albert.io, and Nearpod during the 2023-2024 academic year, enriching subject matter accessibility and engagement. The school facilitated professional development for teachers through dedicated release days for Professional Learning Communities (PLCs),

allowing time for priority standard identification, common formative assessment creation, and student performance data review on a quarterly basis. Instructional coaching played a pivotal role in empowering teachers through tailored professional development initiatives conducted during staff collaboration meetings, PLC sessions, and coaching cycles throughout the academic year. These comprehensive interventions collectively signify Hesperia High School's unwavering commitment to fostering academic excellence and student success. During the 2023-2024 school year the instructional assistant for the reading program transferred to an elementary position. After reviewing the need for the instructional assistant in the program it was decided to not move forward with hiring for the position. The need for the instructional assistant will be revisited on a regular basis.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the projected expenditures presented Goal 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Hesperia High School made progress towards its overall student performance goals for ELA and Math CAASPP. The goals have been changed to continue to make progress towards all students meeting standard including Homeless and Students with Disabilities. The Integrated Math 1 pass rate goal was not met but the pass rate was maintained from the previous school year so the goal will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Healthy Learning Environment

Develop, implement, and monitor a plan to support students through Social-Emotional Learning (SEL) focusing on Increasing Parental Support, School Connectedness, and Character Development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP/LEA Goal #2: To 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hesperia High School has identified the following areas of need based on recommendations from the visiting WASC committee during their midterm visit. The WASC visiting team based their recommendations from parent and student focus group interviews.

1. Establish a Wellness Center on campus to address student and staff social emotional needs.
2. Provide additional support to the Parent Center to continue to foster a positive environment for parent involvement.
3. Continued use of Homeroom time to focus on SEL support.
4. SEL activities to meet the needs of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	All students 97%, HOM 93.1%	Increase graduation rate to above 98%, Increase HOM graduation rate to 95%
College & Career Readiness	68.8% Prepared, HOM 34.5%	Increase college and career readiness to above 70%, HOM 40%
Suspension Rate	7.2% at least once, HOM (12.9%)	Reduce suspension rate to below 7%, Reduce Homeless suspension rate by 2%
SAEBRS	High Risk	Reduce # of High Risk from 1st Administration to 3rd

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PEER Assistants to provide peer counseling and conflict mediation	All Students	2,000.00 LCFF-ED 1000-1999: Certificated Personnel Salaries Certificated Personnel Training 500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Materials
2.2	Provide supplemental materials and instructional supplies for PE Teachers to teach health instruction to students in freshman P.E..	All Students	500.00 LCFF-ED 4000-4999: Books And Supplies Instructional Materials
2.3	Identify and send appropriate staff to conferences and/or seminars focused on student motivation and social emotional support to support target subgroups including African American students, Foster Youth, Homeless, and Students with Disabilities.	All Students, EL, HOM, SWD	10,000.00 LCFF-ED 4000-4999: Books And Supplies Student Incentive Program 500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Conference Materials 500.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conference Materials 1000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Guest Teachers
2.4	Provide support to the Parent Center to better communicate with parents and the community.	All Students	1,500.00 LCFF-ED 5000-5999: Services And Other Operating Expenditures Certificated Personnel 1,000.00 LCFF-ED 4000-4999: Books And Supplies Instructional materials/supports 1000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Parent Communication Resource

2.5	Provide necessary instructional support and materials to provide a well-rounded education including Suspension Alternative Program curriculum and extracurricular activities with an emphasis on providing support to homeless students to meet social emotional needs.	All Students, EL, HOM, SWD	1,000.00 LCFF-ED 4000-4999: Books And Supplies Instructional materials/supports 60,000.00 LCFF-ED 5000-5999: Services And Other Operating Expenditures Instructional materials/supports 5,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Materials
2.6	Send staff member(s) to training to support the incentive programs on campus and to articulate with colleges and businesses. LINK leadership training and community outreach.	All Students	500.00 LCFF-ED 1000-1999: Certificated Personnel Salaries Guest Teachers 500.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Guest Teachers
2.7	Provide opportunities for students to participate in character development skill building through classroom and school wide activities including guest speakers, LINK leadership lessons with freshmen, etc.	All Students	1000.00 LCFF-ED 5000-5999: Services And Other Operating Expenditures Guest Speakers/Assemblies/Resource Materials 1000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Resource Material
2.8	Establish and maintain a Wellness Center on campus to address the social emotional needs of students and staff.	All Students	1,000.00 LCFF-ED 4000-4999: Books And Supplies Resources and Materials

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Hesperia High School has experienced both progress and challenges in pursuit of Goal 2. Unfortunately, during the 2023-2024 academic year, the school faced difficulties in finding a dedicated teacher to lead the PEER program. Consequently, a PEER class was not offered during regular school hours. However, to ensure continuity for advanced PEER students, they were assigned to the counseling office to provide ongoing support to their peers and convened after school as a club. Hesperia High School has successfully recruited a passionate teacher to take over the PEER

program for the upcoming 2024-2025 school year. This teacher will undergo training sessions at the onset of the academic year and will require additional resources to effectively manage the program. Hesperia High School has equipped instructors with all necessary materials to deliver a comprehensive health curriculum to freshmen through their physical education classes. The school's Wellness Center has made significant strides in expanding mental health support services. Staffed three days a week by a clinician from Desert Mountain Children's Center, the Wellness Center now offers students the opportunity to engage in one-on-one or group counseling sessions. Students are identified for these services through various means, including MySAEBRS data, counselor referrals, or self-referrals. Hesperia High School has developed a structured curriculum for the Suspension Alternative Program, which yielded positive outcomes for participating students throughout the academic year. Students are offered ongoing support through participation in the drug and alcohol group sessions conducted in the Wellness Center. Hesperia High School has ensured that programs such as Drama and Link receive adequate instructional materials to support their activities. The school has maintained its commitment to incentivizing academic achievement and positive behavior. Hesperia High School is offering a range of parent workshops at the Parent Center, including seminars focused on building family relationships. These efforts collectively underscore Hesperia High School's dedication to holistic student development and support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference between the intended implementation and budget expenditure and the actual implementation and budget expenditure comes from the funding to the Wellness Center. During the 2022-2023 school year Hesperia High School received funding for the planning of becoming a Community School. As part of the needs assessment done the community identified the need for mental health support. As a result the purchases made for the Wellness Center was made utilizing the grant funding. Moving forward Hesperia High School will continue to offer funding for materials needed in the Wellness Center but grant funding will be utilized to help support funding the programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Hesperia High School met their goal for graduation rate and college and career readiness, the metric was modified to continue growth in both areas. The goal for suspension rate was not met, the metric will remain the same for all students and will include the data for homeless students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase school graduation rate and college and career readiness
 Increase college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hesperia High School has identified the following areas of need based on recommendations from the visiting WASC committee during their midterm visit. The WASC visiting team based their recommendations from parent and student focus group interviews.

1. Staff will be trained to provide a curriculum that will prepare students for college and careers.
2. Explore opportunities for all students to have exposure to college campuses and career options.
3. Continue growing CTE Pathways to be more inclusive to all types of learners.
4. Continue growth of the Parent Center.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	All students 97%, HOM 93.1%	Increase graduation rate to above 98%, Increase HOM graduation rate to 95%
College & Career Readiness	68.8% Prepared, HOM 34.5%	Increase college and career readiness to above 70%, HOM 40%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Ensure Advanced Placement teachers, AVID teachers, Vocations/CTE teachers and counselors are properly trained to provide curriculum that will prepare students for college and careers.	All Students	500.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Guest Teachers

			10,000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development 500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional materials
3.2	Provide opportunities for students to explore college and career opportunities through college campus visits, hosting college and career speakers on campus, career exploration trips and CTE pathways.	All Students, EL, HOM, SWD	5,000.00 LCFF-ED 5000-5999: Services And Other Operating Expenditures Field Trips & Assemblies 25000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field Trips 2000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Guest Teachers - Field Trips 1500.00 Title I Part A: Allocation 4000-4999: Books And Supplies CCRC Materials and Resources
3.3	Increase communication and provide support and resources to parents through counseling and the Parent Center.	All Students	500.00 LCFF-ED 1000-1999: Certificated Personnel Salaries Certificated Personnel - Guest Teacher 1000.00 LCFF-ED 5000-5999: Services And Other Operating Expenditures Conference materials/supports 500.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel - Guest Teachers 20,000.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Postage and Postage Services; Parent Communication; Pupil Support

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Hesperia High School has seen an increase in preparedness on the College and Career Readiness indicator. The College and Career Counselor and the rest of the counseling team have worked closely with the parent community liaison to provide parents with learning opportunities on topics ranging from academic support to college readiness. Attendance at the parent workshops increased throughout the year with the final workshop being the highest attended event. The Career Center also hosted a number of student and parent workshops throughout the year including college applications and financial aid. Workshop topics were identified from parent/student surveys and focus groups. Hesperia High School continues to provide a variety of field trips to students in order to give students the opportunity to explore college campuses including an overnight college tour to various universities in Southern California and trips to college fairs with schools from all over the country represented. During the 2023-2024 school year the Parent Center hosted a college tour with parents. The feedback from parents was that it was a learning opportunity and they would like to have additional opportunities to expand their knowledge of local colleges. Parents also expressed that they felt more comfortable with asking questions since they were familiar with the Hesperia staff that accompanied them on the tour. Hesperia High School started to utilize the Talking Points program which allows staff and parents to communicate via text without a language barrier. Staff and parents have both reported that it has made communication easier. Students from Career Technical Education were also able to compete in competitions related to their pathway and visit job sites to get first-hand experience of local career opportunities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the projected expenditures presented in Goal 3.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Hesperia High School met their goal for graduation rate and college and career readiness, the metric was modified to continue growth in both areas.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$647,602.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$934,880.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$710,255.00
Title I Part A: Parent Involvement	\$20,000.00

Subtotal of additional federal funds included for this school: \$730,255.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF-ED	\$204,625.00

Subtotal of state or local funds included for this school: \$204,625.00

Total of federal, state, and/or local funds for this school: \$934,880.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF-ED	204,625.00
Title I Part A: Allocation	710,255.00
Title I Part A: Parent Involvement	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	365,335.00
2000-2999: Classified Personnel Salaries	198,353.00
4000-4999: Books And Supplies	75,650.00
5000-5999: Services And Other Operating Expenditures	294,542.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-ED	3,000.00
2000-2999: Classified Personnel Salaries	LCFF-ED	76,475.00
4000-4999: Books And Supplies	LCFF-ED	56,650.00
5000-5999: Services And Other Operating Expenditures	LCFF-ED	68,500.00
	Title I Part A: Allocation	1,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	362,335.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	121,878.00
4000-4999: Books And Supplies	Title I Part A: Allocation	19,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	206,042.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	779,880.00
Goal 2	88,500.00
Goal 3	66,500.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Michael Everett	Principal
Jennifer Bond	Parent or Community Member
Cristina Guardado	Parent or Community Member
Sidney Foreman	Secondary Student
Parmeet Pedda	Secondary Student
Florensia Lopez	Other School Staff
Pamela Seeger	Classroom Teacher
Terry Henderson	Classroom Teacher
Tiffany Kopp	Classroom Teacher
Destiny Dena	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 4/18/2024.

Attested:

Principal, Michael Everett on 4/18/2024

SSC Chairperson, Terry Henderson on 4/18/2024