



# **HEMET HIGH SCHOOL MID-CYCLE PROGRESS REPORT**

**41701 E. Stetson Ave.**

**Hemet, CA 92544**

**Hemet Unified School District**

**March 25 & 26, 2019**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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**I: Student/Community Profile Data****Include the following:**

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

***Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)***

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 31 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light manufacturing and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Hemet High School is a four-year comprehensive high school accredited by the Western Association of Schools & Colleges through 2021. Hemet High School was named a California Distinguished School in 2009 and a California Gold Ribbon School in 2015. Hemet High School is a National B.A.R.R. School of Excellence servicing 9<sup>th</sup> grade and 10<sup>th</sup> grade students, and has an active AVID program which grows each year. Hemet also boasts a very active Air Force ROTC program and an ever-growing selection of CTE pathways which currently includes: Engineering, Agriculture, Arts/Media/Entertainment, Child Development/Family Services, Sports Medicine, Marketing/Sales/Service, and Auto Mechanics. Internship programs are available in several of our CTE pathways most notably: the Automotive program helps to place students in jobs after graduation through their robust internship placements. Hemet High is also offering student-led Leadership courses including Renaissance and The PLUS Program with the intent of increasing student leadership opportunities beyond ASB.

Hemet High School sponsors over 60 student clubs and extracurricular organizations and offers 52 freshmen, JV, and Varsity athletic teams with several teams going to CIF finals each year. Approximately 60% of the student population is involved in at least one sport each year.

**Demographics Data****Student Enrollment**

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Total</b>	2,308 (+0.97%)	2,357 (+0.97%)	2474 (+0.95%)
<b>Male</b>	50.5%	49.5%	50.6%
<b>Female</b>	49.5%	50.5%	49.9%
<b>Hispanic</b>	48.66%	51.29%	53.94%
<b>White</b>	38.82%	36.11%	33.86%
<b>Native American</b>	1.21%	1.23%	1.13%
<b>Asian</b>	1.26%	0.89%	0.73%
<b>Pacific Islander</b>	0.26%	0.21%	0.24%
<b>Filipino</b>	0.91%	0.85%	0.85%
<b>Black/African American</b>	5.68%	6.07%	5.54%
<b>Multi-Ethnic</b>	3.21%	3.35%	3.72%
<b>Free/Reduced Lunch</b>	70.9%	69.6%	71.2%

Hemet High School maintains a highly diverse student population, as seen above. Hemet remains one of the more affordable cities for housing which attracts families and increases student population each year.

**Parent Education Status**

	<b>2018-19</b>	<b>2015-16 (last report)</b>
<b>Not a High School Graduate</b>	18% (-1%)	19%
<b>High School Graduate</b>	27% (+3%)	30%
<b>Some College</b>	31% (+3%)	33%
<b>College Graduate</b>	14% (+4%)	10%
<b>Graduate School</b>	9% (+1%)	8%

With increasing rates of college attendees and graduates, HHS expects to see an increase in college-going interest among students. Parental support often results in students setting and pursuing goals to attend and complete higher education.

**Staff Description**

Since our Self-Study in 2016, we have had approximately 60 staff member changes, these include classified, certificated, and Administration – the majority of the turnover is related to retirement and promotions.

Currently in Administration HHS has 1 Principal and 5 assistant principals – the fifth position being added in 2018-19. Two of the 5 APs are new to HHS this year, and one of the two is new to public education.

Our current teaching staff by department/gender:

Department	Total Staff	% Female	% Male
English	15	87% (13)	13% (2)
CTE	6	34% (2)	66% (4)
VAPA	5	20% (1)	80% (4)
Foreign Language	6	66% (4)	34% (2)
Math	14	60% (9)	40% (5)
Physical Education	6	50% (3)	50% (3)
Agriculture	6	66% (4)	34% (2)
Science	6	33.3% (2)	66.6% (4)
Social Science	11	27% (3)	73% (8)
Special Education	19	68% (13)	32% (6)
<b>TOTAL</b>	94		
Paraeducators (Aides & IBIAAs)	60		

Classified staffing:

Front Office	Cafeteria	Custodial	Campus Supervisors	Health Techs
1 Office Manager 4 Secretaries 4 Clerks Parent Liaison 2 Library Clerks	1 Manager 13 Nutrition Svcs workers	1 Plant Manager 9 custodians	8 full-time 1 2-hour	2 full-time (1 SPED) 1 part-time

**School-wide Data**

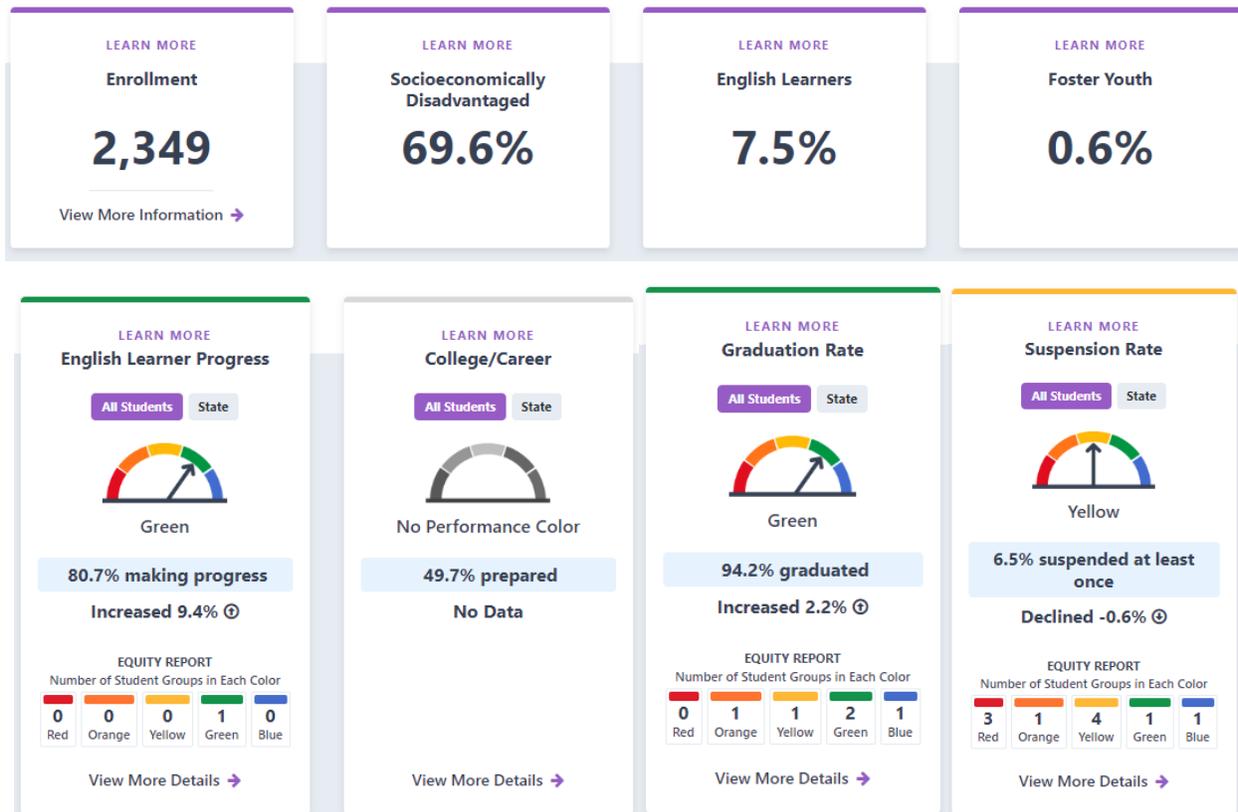
Due to changes in the state accountability structure, the school-wide data has changed significantly since our last visit. Every effort has been made to include the most accurate data possible given the changes.

**State Accountability**

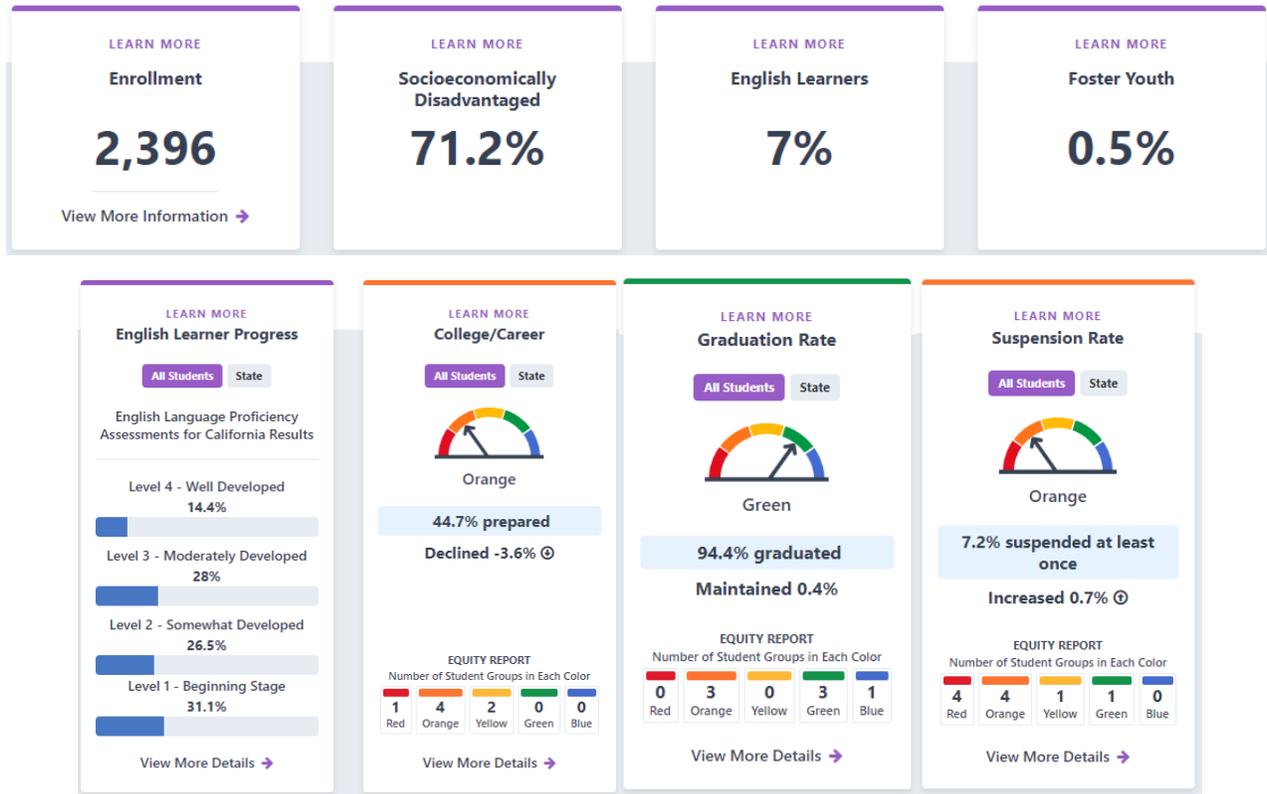
2016 (data pulled from Dataquest)

<b>Enrollment</b>	<b>2,318</b>
<b>Socioeconomically Disadvantaged</b>	<b>70.9%</b>
<b>English Learners</b>	<b>6.6%</b>
<b>Foster Youth</b>	<b>.008% (19)</b>
<b>English Learner Progress</b>	<b>NA</b>
<b>College/Career (A-G only)</b>	<b>48%</b>
<b>Graduation Rate</b>	<b>84.3%</b>
<b>Suspension Rate</b>	<b>6.5%</b>

2017 (data pulled from State Dashboard)



2018



2019 (data pulled from Aeries on 1/17/2019)

<b>Enrollment</b>	<b>2,469</b>
<b>Socioeconomically Disadvantaged</b>	<b>68.68%</b>
<b>English Learners</b>	<b>6.53%</b>
<b>Foster Youth / Homeless</b>	<b>9%</b>
<b>Special Education</b>	<b>16.47%</b>
<b>College/Career (A-G only)</b>	<b>est. 60%</b>
<b>Graduation Rate</b>	<b>est. 95%</b>
<b>Suspension Rate</b>	<b>~8%</b>

As most educators are aware, in late 2016-17 the State of CA instituted a new accountability system with the intent of making the data for user-friendly for all stakeholders and to support the goals of education in the State. The demographics data is very straightforward: Hemet High continues to see an increase in student population each year which is attributed to both natural population and an increasing influx of transfer requests. The socioeconomically disadvantaged group has been increasing over the last 10 years due to changes in the demographics of the city, but has somewhat stabilized over the last couple of years. The increase has prompted many changes to our nutrition program (added a nutrition period 4 days a week, and a supper time meal each day) as well as requiring an increase in mental health services. Suspension rates have remained relatively

stable with less than 1% increase/decrease each year.

## CAASPP

### 2018 (Edsource.org)

Subject	Standard Not Met 2018	Chg. From 2017	Standard Nearly Met 2018	Chg. From 2017	Standard Met 2018	Chg. From 2017	Standard Exceeded 2018	Chg. From 2017
Math	53.22%	+1.03%	25.57%	-2.43%	14.2%	+1.44%	7.01%	-0.04%
English	20.53%	+0.57%	21.09%	-3.05%	35.78%	+5.17%	22.6%	-2.69%

### 2017 (CDE)

Subject	Standard Not Met (Level 1)	Standard Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
ELA	19.96%	24.14%	30.61%	25.29%
Math	52.19%	28%	12.76%	7.05%

### 2016 (CDE)

Subject	Standard Not Met (Level 1)	Standard Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
ELA	13%	20%	39%	28%
Math	39%	29%	21%	10%

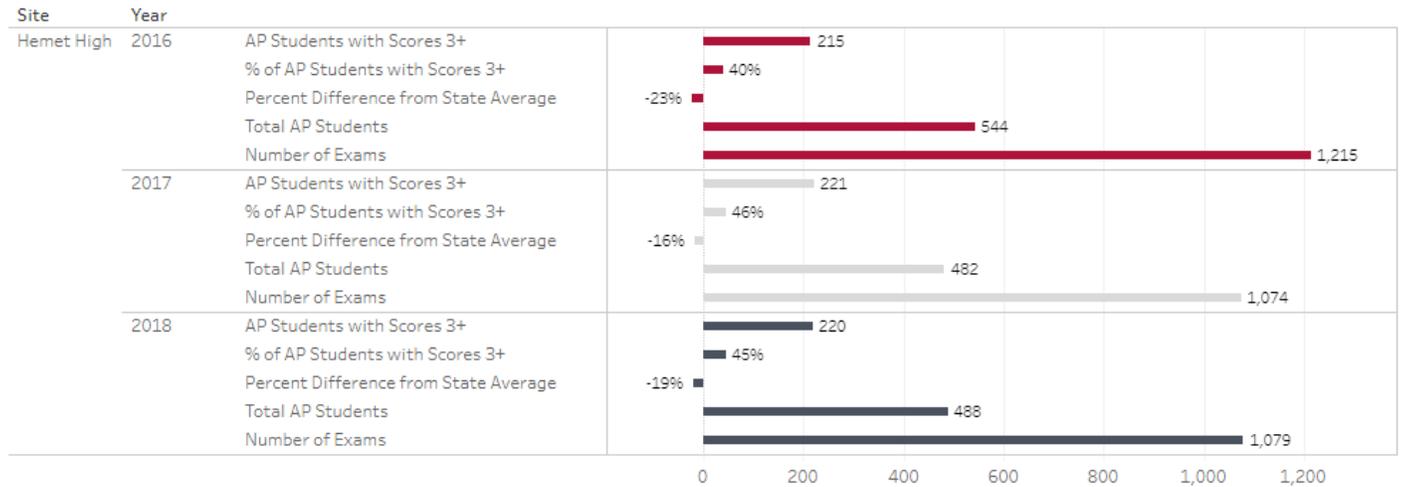
The CAASPP test protocol has entered its 4<sup>th</sup> year and we are now better able to do comparisons data from year to year to determine growth. All departments all of the data available at the beginning of each year to set goals for the year-end testing protocol. Teachers regularly review school/department generated data to calibrate their teaching with the needs of the students. Teachers regularly collaborate with others in their department to plan lessons, share ideas, and analyze data with the intent of improving outcomes each year.

In response to consistent and continued decline in CASSPP scores district-wide, HUSD implemented a new Math adoption, which will be further discussed in the significant changes portion of the report. The new adoption is intended to help provide structure and consistently throughout the department, as well as integrate a new technologically-based delivery system which includes a robust and flexible assessment protocol to allow teachers the opportunity to test quickly and more often with the intention to remediate and reteach before moving on to new material.

Over the last 4-5 years, Hemet High School's English Department has worked diligently to plan and implement a department-wide procedure of data analysis and collaboration with the intent of ensuring all students succeed and improving CAASPP – their efforts have shown great success with CASSPP numbers remaining constant or improving every year. In 2020-21, HUSD will roll-out a new English Language adoption, at that time the Gear-Up Grant will switch gears and focus their efforts to support the English Department with the new adoption.

**AP Testing**

Advanced Placement-3 Year Comparison



Hemet High School boasts a highly successful, and growing, AP program which consists of English, Math, Computer Science, Art History, Social Sciences, and new in 2019 AP Seminar. Students have the opportunity to take their AP exams for a \$5 fee as the district provides a grant to HHS students to cover the rest of the cost of testing – this grant helps encourage more students to take the exam. The AP program remains open to any student who is interested in challenging themselves with an increased amount of support from the AP and AVID program staff.

HHS is currently offering AP testing in the following areas: AP English Language, AP English Literature, AP French Literature, AP Spanish Language, AP Calculus AB/BC, AP Statistics, AP Computer Science, AP Principles Comp Science, AP Art History, AP European History, AP US History, AP Macroeconomics, AP US Government, AP Human Geography, AP Biology, AP Physics, and AP Psychology. In 2018-19 the AP Seminar and Capstone courses were added to allow students to attain an AP diploma at graduation.

HHS supports early entrance in to AP through the following subject offerings: English 9 Honors, English 10 Honors, and is also offering the following Dual Enrollment courses in conjunction with MSJC to give students the opportunity to complete courses which might not otherwise be offered through AP: English 101, Freshman Comp, English 103, Critical Thinking, Guidance 100 College Success, Spanish 101, Elementary Spanish, Math 105, College Algebra, PE 115, First Aid/CPR, PE 110, Preventing Sports Injuries, Theatre 120, Lighting Theatre 123, and Scene Design. To further support students entering the AP track in 2019-20 HHS will be implementing a cohort of students into the Pre-AP program for Math, English and some Science courses. This is discussed further under the Critical Needs heading.

In order to ensure the greatest level of support for ALL students to reach their highest potential, AP teachers provide additional support outside of classtime by including: additional office hours (often before and after school), AP review (transportation provided, fees paid by district), a formal AP practice test which mimics the real exam and provides extensive feedback on the student’s progress (given in the Spring prior to the actual test), AVID tutoring, a highly structured tutoring program designed to prevent overlap for multi-AP students, UC/CSU AP review (held at UCR), Saturday School AP review during 2<sup>nd</sup> semester, AP Review texts, and SMOOP AP Review services. All AP teachers are committed to and engage in the AP Data Team and the District-Wide AP Collaboration Team. Teachers are also supported in a continuous learning cycle through attendance at national conferences, summer institutes, and other related PD when available.

**College-Career Testing**

Because Hemet Unified uses the PSAT as a leading indicator for AP placement and course recommendations, in 2017-18 HUSD began providing HHS with a grant to offer the PSAT and SAT exam at NO CHARGE to all students for one testing opportunity – which is held in October each year. Grades 8-11 take the PSAT and grade 12 take the SAT. HHS also offers the ASVAB at least two times per year. In 2017-18 HHS offered the ASVAB as a grade-level test administering it to all grade 11 students; however, we have returned to voluntary testing as of 2018-19.

	<b>PSAT # taken 10/11</b>	<b>Avg Score</b>	<b>PSAT # taken 8/9</b>	<b>Avg Score</b>	<b>ACT Avg Score</b>	<b>SAT # taken (offered during School Day)</b>	<b>SAT Avg</b>	<b>ASVAB tests taken</b>
<b>2016-17</b>	NA	NA	NA	NA	22	NA	1054	183
<b>2017-18</b>	964	854	541	776	NA	405	952	534
<b>2018-19</b>	947	861	538	776	NA	432	776	58*

The data shows that overall scores for the PSAT are remaining consistent, but the results of the SAT are dropping each year. HHS has not been able to make a final determination about the cause for this – some possible reasons might include: testing apathy, students unsure of the benefits of the exam, students unsure of college/career choices. Though students are regularly counseled about the necessity of the SAT and A-G, there is often still confusion about the process and need for positive outcomes in these areas. Counselors and staff continue to look for meaningful ways to ensure student understanding of graduation requirements and the benefits of doing well on all testing opportunities.

**Focused Programs:**

**Advancement Via Individual Determination (AVID)** is a four-year elective program that focuses on college and career readiness for all students. AVID is dedicated to closing the achievement gap by preparing all students, particularly those traditionally underrepresented in higher education, for college and other postsecondary opportunities. AVID at Hemet High has expanded during the several years to reach more and more students who are potentially college bound; however, as our BARR program continues to increase, we are seeing fewer students eligible or interested in AVID. HHS continues to support and encourage students and staff to engage in the program.

**BARR 9 & 10** The research-based Building Assets Reducing Risks program was developed by teacher and counselor, Angela Jerabek to help first-year high school students feel welcome and excited about succeeding in high school, and beyond. Encourage learning and development of all students is the primary goal of the program. This is done through various means of promoting caring relationships, high expectations, and opportunities for participation. Structurally, the program is designed to quickly identify behavior changes in students and determine if the changes are simply developmental adjustments or indications of risk which needs to be addressed to help the student be successful in 9th grade and beyond. In 2018-2019 Hemet High will pilot a single block with tenth grade students identified through multiple measures as being at risk. The block will consist of Geometry, World History and English. This block will be led by a team of teachers that meets regularly to discuss the progress of each student. The tenth grade team will attend monthly staff meetings with all ninth grade teachers, which will provide an additional opportunity to discuss, identify, and address concerns.

Additionally, a support staff team meets weekly to coordinate services for students identified in the teacher block meetings who need additional support. These weekly risk review meetings allow the interdisciplinary team to assess and intervene, giving individualized attention to address risky behaviors or accelerate high performance, as needed for students to ensure successful completion of all 1<sup>st</sup> and 2<sup>nd</sup> semester classes.

Hemet Unified School District recognized the value of such a program and in the 2013-14 school year made BARR a district-wide program. The program structure has students blocked with three teachers; Math, English, and Science. BARR teachers commit to two days a week to gather student data on grades, attendance, and discipline, then have block meetings to discuss students who are having difficulties either academically or behaviorally. Teachers are required to attend a BARR staff meeting/training once per month. A full-time Licensed Mental Health Professional is dedicated solely to our ninth grade BARR students.

Weekly “I-Time” lessons are social-emotional learning activities focused on building intentional student-to-student and student-to-teacher relationships while promoting student strengths. Students in the BARR program have related that I-Time and other BARR activities have helped them to interact positively with their peers and get to know one another better. They also feel that they have closer relationships with their BARR teachers and can approach them to “talk about anything.”

**Students Enrolled in Focused Programs**

	<b>BARR</b>	<b>AVID (all grades)</b>
<b>2015-16</b>	9th - 586	256
<b>2016-17</b>	9th - 604	305
<b>2017-18</b>	9th - 615	247
<b>2018-19</b>	9th - 604 10th- 89	236

**Think Together** – HHS and [Think Together](#), a state-wide after school program, have been in partnership for many years. Think Together provides after school tutoring and additional learning opportunities for students to enrich and support student achievement. Currently, Think Together is offering 8 different clubs ranging from culinary to tutoring, has started a WREP program to get students involved in jobs after school by connecting business leaders and students through guest speaking opportunities. In 2018-19, Think Together added an after-school online credit recovery program (Edgenuity) utilizing an HHS teacher to support the program. Students are assigned to the course based upon graduation need (either A-G or graduation requirement) and attend 1 hour-4 days a week. Think Together is also starting an ELD intervention program during 2<sup>nd</sup> semester 2019 to further assist EL students through tutoring and mentoring.

**Seat-Based After School Credit Recovery** – in response to the increasing need for students have to opportunities to take credit recovery courses in a face-to-face environment (vs. online), HHS started an after-school seat-based credit recovery course for both 1<sup>st</sup> and 2<sup>nd</sup> semester. The program is designed around the idea of summer school whereby students can attend the program and receive credit for their work if they meet the work and seat time requirements. Students were required to attend one hour a day (Mon-Thurs) for 12 weeks, for During 1<sup>st</sup> semester, 55 credits were recovered by 11 students in 5 different courses.

**Co-Teaching** - starting in 2016-17 HHS adopted a Co-Teaching model with the intent of improving outcomes for Special Education students while maintaining a main stream classroom environment. The classes are not strictly Special Education, but also include other students who may benefit from the extra support available from two teachers in the same classroom. The purpose of co-teaching in inclusive classes is not to double the content knowledge of the instructors, but to figure out ways to meet the needs of the students in the room in a way different than has been tried and was unsuccessful in the past. Each year, HHS expands the use of Co-Teaching to service the increasing population of Special Education students.

Year	Total	English	Math	Science
2016-17	9	3	3	3
2017-18	16	5	6	5
2018-19	20	7	7	6

GPA comparisons between mainstream and Co-teach classrooms – all courses in same subject combined unless otherwise noted:

2017-18	SPED		Co-Teach		Mainstream	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English (1-2)	1.98	2.31	2.22	1.93	2.54	2.41
Math (Algebra 1)	2.31	1.78	2.10	1.54	2.69	2.37
Math (Geometry)	2.20	1.40	2.16	2.02	2.42	2.33
Agriculture*	NA	NA	2.20	2.05	2.46	2.14
2018-19						
English (1-3)	2.09	NA	2.11	NA	2.37	NA
Math (Alg 1 & 2)	2.33**	NA	1.45	NA	1.80	NA
Math (Geometry)	2.60	NA	1.84	NA	2.29	NA
Science***	2.80	NA	2.05	NA	2.73	NA
Agriculture*	NA	NA	2.59	NA	2.16	NA

\*No SPED Agriculture courses available

\*\*Algebra 1 courses only

\*\*\*Agriculture Biology

HHS has just finished the first semester of year 3 in the Co-Teaching program. Successful program implementation usually takes 3-5 years before significant progress will be reflected in the data for the affected populations. Co-Teach is a work in progress at HHS: At the end of 2016-17 (year 1) all of the Special Education teachers left to go to other sites in the district which slowed implementation going into year 2. In 2017-18 (year 2) the contractual MOU for co-teaching was finalized, but because we did not have contract language, we were not able to send anyone to training prior to the start of the school year, so all of the Special Education teachers were new to the program and did not yet have proper training. Also in 2017-18, the agriculture team went through a transition mid-year which left us with a long-term substitute in those courses. 2018-19 (year 3) started with one (1) returning teacher team in math (with a new adoption), and one (1) team in

Agriculture, and one (1) Special Education teacher is returning in English, but the general education teacher is new to the program. All other content area teams are completely new to co-teaching, but have received training prior to the start of the year. HHS recognizes that this is a program in an area of critical need. The math co-teachers will benefit from coaching through the Gear-Up program, and we will be working additional supports for teachers in to the LCAP and/or SPSA for 2019-20 with the goal of training effective teams to support the populations affected.

**READ180/System44 Reading Intervention Programs** – In response to the growing number of students with reading deficits, HUSD implemented the READ180 program 11 sites throughout the district. READ180 is designed to improve reading levels (defined in Lexiles) to ultimately improve student achievement. HHS has integrated the program into the Master Schedule – in 2017-18 there were 2 periods, in 2018-19 there are 3 periods, and in 2019-20 there will be 4 periods. Recent data provided by Houghton Mifflin (our partner in the READ180 program) shows that modest progress is being made, district-wide, toward the end of year Lexile growth goals. The model of READ180 is blended learning with students completing some material online and some in whole group instruction. At HHS there are 65 students engaged in the program (41 in Read180 and 24 in System44) – 57 of the students engaged in at least one session of the online component, and 39 participated in the Independent Reading component. Of the Read180 group, 17 students were analyzed – they have completed 28 software sessions/3 units, have taken 7.4 quizzes and passed 2.7 of those quizzes. Reading comprehension is an on-going goal for HUSD and HHS.

### **Student Behavior & Discipline**

**Tiered Systems of Support/Intervention** - In 2018-19, HUSD transitioned from the classic On-Campus Detention (OCR) to a structured Alternatives to Suspension (ATS) program. OCR was previously used as a short-term (1 period) intervention for behavior and tardies within specified guidelines as determined by administration. Students rarely spent more than a part of any one period, and had some unstructured restorative discussions with the OCR teacher; however, because of due process concerns and the general ineffectiveness of the program it was deemed that ATS would be put in to place for 2018-19. ATS is given to students in the same manner as a traditional suspension with the exception that students remain on campus and have the opportunity to complete their regular school work with a certificated teacher in the ATS room. Students are assigned 1-3 days in ATS where they spend the morning session in structured ‘restorative’ practices with the ATS teacher intended to correct student behavior; the afternoon session is spent working on classwork from their various teachers. Restorative practices change the focus from ‘punishment’ to ‘rehabilitation’ and allow the student an opportunity to get to know what motivates them to succeed and how to make better choices. Students report that they are learning how to handle difficult decisions better, and the recidivism rate is very low, and that they feel safer.

To support the transition to ATS and PBIS in the classroom, HHS has had a Tiered Systems of Support/Intervention in place for several years; however, with the on-going push by the State to provide additional support for students with behavior concerns it was felt that extra guidance for teachers to better understand what behaviors and interventions should be provided in each tier. To support this process, in 2017-18 a discipline team was brought together to align the Tiered System of Support/Intervention with the PBIS goals and make the process more teacher-centered. Since OCR would no longer be an option for teachers, it was important to highlight the necessity of the PBIS model and tiered interventions to support teachers to create effective systems in their classrooms. The teacher-led group collaborated with their departments and other staff members, helped to redefine behavior and Intervention levels and activities, and presented the final document to all of the staff during the Pre-School PD days in 2018-19. In 2018-19, another discipline team was

convened to refine and align the tiered supports and interventions and to provide teacher-to-teacher support in its implementation.

New in 2019 – in response to increasing concerns regarding disciplinary actions and changes to the allowable actions to be taken related to student behavior, HHS has recently instituted the “Reverse Suspension” program. This program is designed to involve parents in the process of discipline at the school site. Parents are given the opportunity to forgo ATS or Suspension by shadowing their students for a full day in school. This option is only offered to students whose offenses are non-violent with the intention of allowing the parents to see their students on-campus behavior, find out who their “school” friends are, and get more involved in the school as a whole.

In January 2019, HHS also brought the WatchDogs (Dads of Great Kids) program on board to support supervision during our lunch periods.

The following data reflects some general comparisons between OCR and ATS use over the last 3 years:

	2016-17	2017-18	2018-19 (to 1/24/19)
# suspension days	439	343	204
# ATS days	NA	NA	346
# OCR days*	677 (4061 periods)	704 (4245 periods)	NA

\*OCR was mostly utilized on a single period basis – total periods were calculated into days for clarification

**(See Appendix A for Tiered Systems of Support and Intervention Document)**

HHS has seen a spike in the number of “suspensions” (ATS and traditional) this year due to a change in policy regarding ‘vaping’ and other related use. Previously, students who were caught smoking or vaping would receive on-campus intervention through Teen Intervene with the intent of reducing usage on campus; with a second offense students would be referred to an on-campus drug/smoking cessation program provided by an outside agency; however, over the last two years HHS has seen a significant increase in vaping and marijuana use on campus which has prompted a need for stiffer penalties – in this case ATS – along with Teen Intervene and other related programs. Outside of this our suspension/expulsion numbers have remained comparable with years past.

**SST Program**

The Student Study Team (SST) is a tier 2-3 intervention. Typically it is for students who have exhausted Tier 1 and Tier 2 resources/interventions *and/or* students who would possibly qualify for a 504 or IEP. Students are identified by the Tier 2 committee which consists of the PBIS Specialist, the Special Needs Counselor, the SST Coordinator, the ATS Teacher, an Administrator, and the Registrar; however, a meeting can also be requested by a parent or administrator. Once the referral is received, SST team is convened for that student and may consist of the student's content teachers, counselor, an administrator, the SST coordinator, the PBIS specialist, the school psychologist, and/or speech therapist if deemed necessary to identify the cognitive, emotional, health and/or safety needs of the student and coordinate the appropriate services. The outcome of the meeting could include creation of a 504 plan, recommendation for Special Education testing, and/or a behavior support plan. In 2018-19, the team has completed five (5) meetings, and have three (3) currently pending.

**(See Appendix B for more specific information about discipline and outcomes for the last three years)**

**Attendance**

	<b>2017-18</b>	<b>2018-19 (avg from 4 months)</b>
Weekly Enrollment	2372 (on LDOS)	2483
Chronic Absenteeism	19.9	15
Foster	--	19
EL	--	13
SWD	--	22
AA	--	22
Attendance %	95.1	95.4
Saturday School	68	90

Tardies have been an ongoing concern and were the number one reason students were referred to OCR during 1<sup>st</sup> and 2<sup>nd</sup> period. In 2018-19 several Administration level interventions were put in to place to help encourage students to attend class in a timely manner: rotating tardy sweeps and the addition of a 2 min reminder bell have helped to reduce tardies. Administration is also helping to support teachers through the use of lunch detention for those students who continue to show high numbers of tardies. As a positive incentive, in the Fall of 2018 students who had no tardies and no absences were awarded a free In-N-Out meal from their truck; there were over 500 students that qualified for the incentive!

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

### ➤ **Continued increase in population**

As the attendance population continues to increase at HHS, we are faced with increases in every area affected by such. Nutrition services, custodial services, and classroom availability is stretched to their max, but we continue to work through any concerns that arise to ensure that students needs are being met. As of this writing, we have utilized every possible classroom space available to ensure that contractual student to teacher ratios are met and provide adequate space for all programs on campus.

HHS Administration ensures that all available restrooms are open and accessible during the school day to support student needs, and constantly works to ensure that student needs and concerns are met in our ever-growing population.

Though the increase in population causes strain on all aspects of the school, HHS and the District analyze the in-coming population each year and make appropriate changes to staffing to ensure that all courses have the most qualified teachers, and that facilities are adequate to meet our needs.

### ➤ **Increase in Special Needs population**

HHS has seen a marked increase in our Special Needs population which has led to some significant changes in support services. The addition of an Assistant Principal, MFTs, and a special populations guidance counselor have helped to bolster support services and provide additional support for the staff.

### ➤ **Gear-up Grant (6 year w/focus on Math)**

In Fall 2018, HHS was one of several HUSD schools that was awarded the [Gear-up Grant](#). The grant focuses on expanding and deepening the instructional capacity of teachers and staff, and provide middle and secondary school educators with the tools, information, and guidance to support students and their families in preparing for college. The program serves 33 schools in 4 regions in the state to develop and sustain the capacity of feeder sets of middle and high schools to prepare all students for higher education.

As part of the process of applying, each cohort school (middle-high collaboration) is asked to set goals and determine the area (ELA or Math) which would initially most benefit from the program. HHS and Dartmouth chose to begin the program with a focus on Math since it closely coincides with the new Math adoption.

As of January 2019, we have revised our goals and started the process of connecting with our providers. Training began late February with math teachers coming together to review their adoption and look for areas to focus on that would help improve student outcomes for the 2019 CASSPP.

➤ **Approximately 60 new staff since last visit**

Since our self-study, we have had approximately 60 staff members (certificated and classified) turn over at HHS. Many of these staff changes were related to retirements and promotional opportunities. HHS has worked hard to ensure that new staff are connected with seasoned staff members by instituting a “new teacher” mentoring program. Teachers that have volunteered for the mentoring program are connected with a new teacher (new to HHS not necessarily teaching) to ensure that the new teacher understands the grading process, collaborative schedule, attendance reporting, and any other school-related activities necessary for success. Core teachers connect with their department heads as well as their mentor to ensure that the new teacher has a clear understanding of programmatic expectations through data evaluation, lesson planning, and coaching.

➤ **Administration changes (addition of new AP position)**

We received a an additional Assistant Principal to support Special Education students due to our increasing number of students served on an Individualized Education Plan and to ensure that our students’ academic, social-emotional and behavioral needs are met. Additionally, this AP supports the nearly 100 staff members that support our exceptional students.

➤ **Significant increase in student mental health concerns**

Over the last 3-5 years, HHS has experienced an increase in mental health concerns which prompted us to look at the long-term ramifications to student well-being and academic success. To help support students with mental health concerns HHS requested and received approval to hire TWO mental health counselors (MFTs). One counselor supports the 9<sup>th</sup> grade students in the BARR program, and the other counselor supports the 10-12 students in the general population. The goals of the MFT program include:

Hemet High School seeks to identify and support students and their families through times of crisis and stress. Schools are in a unique position to identify and intervene with students who problems affect their learning potential or who need outside assistance. The student assistance program helps this to happen through the use of a variety of school and/or community based resources. Students are supported on campus during the school day.

Who can receive these support services?

Students are referred to support services by staff, parents, or concerned others. Students may also self-refer. Parent permission is required for continued participation.

Support Groups and Individual Counseling for the following:

- Grief
- Anger management
- LGBTQ Support
- Poor Attendance/Achievement
- Initial assessment of students with emotional, social, behavioral, and/or mental health needs

Family Conferences Available:

- Identify family strengths and how to utilize them
- Explore the student’s academic goals as well as social and emotional needs
- Identify major concerns of family
- Create plan of action to foster success for all family members
- Clinical Therapist will provide ongoing support as needed
- Family will obtain knowledge of resources within the community

Over the last 2 years, more than 500 students have received some level of service from the MFTs covering all levels of potential service. This program has helped HHS to gain a better understanding of our student population and the community at large.

➤ **Addition of BARR 10 (~90 students)**

BARR 10- The research-based Building Assets Reducing Risks program was developed by teacher and counselor, Angela Jerabek to help first-year high school students feel welcome and excited about succeeding in high school, and beyond. Encourage learning and development of all students is the primary goal of the program. This is done through various means of promoting caring relationships, high expectations, and opportunities for participation. Structurally, the program is designed to quickly identify behavior changes in students and determine if the changes are simply developmental adjustments or indications of risk which needs to be addressed to help the student be successful in 9th grade and beyond. In 2018-2019 Hemet High is piloting a single block with tenth grade students identified through multiple measures as being at risk. The block consists of Geometry, World History and English. This block is led by a team of teachers that meets regularly to discuss the progress of each student. The tenth grade team attends monthly staff meetings with all ninth grade teachers, which will provide an additional opportunity to discuss, identify, and address concerns. Additionally, a support staff team meets weekly to coordinate services for students identified in the teacher block meetings who need additional support. These weekly risk review meetings allow the interdisciplinary team to assess and intervene, giving individualized attention to address risky behaviors or accelerate high performance, as needed for students to ensure successful completion of all 1<sup>st</sup> and 2<sup>nd</sup> semester classes.

2018-19 – Semester 1	Failing 1 or more classes	Met Credit Requirements
BARR 10 Students (89 students)	46.6% (42)	90% (80)
Non BARR Students (578 students)	28%	92.7%

Current Data for Semester 1 of the BARR 10 program shows that students are failing classes at a higher rate than non BARR students, however many that fall into the fail category fail only one class but took enough courses to keep them on-track for graduation (taking zero or 7<sup>th</sup> period courses would account for this).

➤ **Addition of Special Populations Counselor**

Data showed that HHS would be exhibiting a marked increase in Foster and Special Education populations which prompted the need for the addition of a Special Populations counselor. The addition of this counseling position (along with the focused Assistant Principal for Special Populations) has

improved the support necessary to ensure success for ALL students at HHS. The counselor is also working with some additional At-Risk populations to support their socio-emotional needs.

➤ **District-Sponsored Parent Resource Center (opened 2017)**

Opened in 2017, The Parent Resource Center believes parent engagement is a crucial component in the educational success of students. We believe that consistent parent engagement will improve communication and collaboration between parents, students, and schools. We also believe that parents, schools, families, and communities, working together, will create meaningful partnerships that lead to gains in student achievement. The Parent Resource Center is dedicated to serving all parents by providing the necessary resources in order for parents to assist their children in achieving academic, social, and emotional success.

➤ **Addition of Parent Liaison to HHS staff**

In 2017-18 HHS received approval to hire a full-time Parent Liaison to support the Career and College goals for HHS. It has been a slow start, due to staff turn-over; however, we have a new Liaison on board and she has begun planning/implementing some programs to support parent communication and engagement including: coordinating messages through ParentLink (a school-to-home communication program utilized throughout HUSD), social media coordinator, coordinating the Watch D.O.G.S. program (Dads of Great Students), providing additional bilingual support for the Career Center, staying late two days a month to provide library/computer access to parents/students, connecting with outside agencies to provide classes/workshops such as ESL, computer literacy, citizenship, and fitness programs. The Parent Liaison also supports ELAC, SSC, WASC, and other parent-centered programs with outreach and bilingual services.

➤ **New Math adoption (2018-19)**

In 2018-19, a new Math adoption was put in to place in all math classes throughout HUSD. Any time a new adoption is started there are changes to be addressed and hurdles overcome; however, this adoption has proven to be smoother than expected due to the diligence of our Math department. The teachers report many benefits to the new adoption including:

- Readily available online resources, especially for English Learners
- Differentiation is much easier through the use of the online resources – teachers have more options for helping students master the material
- Several delivery options to suit each teaching/learning style (online, worksheets, workbooks
- PreCalculus loves their adoption, the online material and testing is working well with the students
- Lot of data available quickly if set-up correctly

Teachers have also reported some concerns with the adoption including:

- The workbook can be too complicated to use, at times
- There are some concerns about rigor and student placement

- Not all of the material is user-friendly – scaffolding within the lessons is sporadic
- Structure is confusing - online vs. workbook vs. direct instruction

Teachers have been meeting in their job-alike teams to review data and discuss strategies for implementation, as well as calibrating their grading scales with student outcomes via testing.

The following data reflects the comparison between Final test grades and course grades for **Fall 2018**:

Course	Final Average	Course Grade Average	Difference (course vs. final)
Algebra 1	59.74%	69.62%	9.87%
Algebra 2	64.77%	68.64%	3.88%
AP Calculus A/B	81.15%	82.47%	1.32%
AP Calculus B/C	85.6%	90.57%	4.97%
Geometry	75.25%	73.06%	-2.19%
Pre Calculus	70.41%	74.21%	3.80%

As these numbers reflect, most teachers have done a relatively good job of calibrating their grades with the mastery of material as evidenced by the final exam. Teachers continue to work on the process of grade calibrations as they become more familiar with the material and tools available to them.

Though we have a new robust program to better support students in their learning, HHS still struggles with the culture of “math apathy” that seems prevalent in society right now. As students are exposed to more opportunities for success in math, HHS believes that we will see improvements in mastery scores and student interest in the course material.

➤ **Addition of Renaissance Leadership Program (2018-19)**

To provide additional leadership opportunities for students not involved with ASB, HHS implemented the [Renaissance Program](#) in 2018-19. The Renaissance Program at HHS is focused on celebrating individual milestones (birthdays), academic achievements, and promote all-around good will. Each month, the staff is able to vote for “Kudos” to be given to other staff members who make their life better by their actions or presence, and “Bulldog of the Week” which is given to one or two students from each teacher’s class to celebrate something great that they did that week. Students and staff also receive a personalized birthday card, and staff receive holiday cards and gifts as well.

➤ **On Campus Referral (OCR) to Alternative to Suspension (ATS) Transition**

In 2018-19, HUSD transitioned from the classic On-Campus Detention (OCR) to a structured Alternatives to Suspension (ATS) program. OCR was previously used as a short-term (1 period) intervention for behavior and tardies within specified guidelines as determined by administration. Students rarely spent more than a part of any one period, and had some unstructured restorative discussions with the OCR teacher; however, because of due process concerns and the general ineffectiveness of the program it was deemed that ATS would be put in to place for 2018-19. ATS is given to students in the same manner as a traditional suspension with the exception that students remain

on campus and have the opportunity to complete their regular school work with a certificated teacher in the ATS room. Students are assigned 1-3 days in ATS where they spend the morning session in structured ‘restorative’ practices with the ATS teacher intended to correct student behavior; the afternoon session is spent working on classwork from their various teachers. Restorative practices change the focus from ‘punishment’ to ‘rehabilitation’ and allow the student an opportunity to get to know what motivates them to succeed and how to make better choices. Students report that they are learning how to handle difficult decisions better, and the recidivism rate is very low, and that they feel safer.

New in 2019 – in response to increasing concerns regarding disciplinary actions and changes to the allowable actions to be taken related to student behavior, HHS has recently instituted the “Reverse Suspension” program. This program is designed to involve parents in the process of discipline at the school site. Parents are given the opportunity to forgo ATS or Suspension by shadowing their students for a full day in school. This option is only offered to students whose offenses are non-violent with the intention of allowing the parents to see their students on-campus behavior, find out who their “school” friends are, and get more involved in the school as a whole.

In January 2019, HHS also brought the WatchDogs (Dads of Great Kids) program on board to support supervision during our lunch period.

The following data reflects some general comparisons between OCR and ATS use over the last 3 years:

	2016-17	2017-18	2018-19 (to 1/24/19)
# suspension days	439	343	204
# ATS days	NA	NA	346**
# OCR days*	677 (4061 periods)	704 (4245 periods)	NA

\*OCR was mostly utilized on a single period basis – total periods were calculated into days for clarification \*\*As of December 31, 2018

HHS has seen a spike in the number of “suspensions” (ATS and traditional) this year due to a change in policy regarding ‘vaping’ and other related use. Previously, students who were caught smoking or vaping would receive off-campus intervention through Teen Intervene with the intent of reducing usage on campus; however, over the last two years HHS has seen a significant increase in vaping and marijuana use on campus which has prompted a need for stiffer penalties – in this case ATS – along with Teen Intervene and other related programs. Outside of this our suspension/expulsion numbers have remained comparable with years past.

➤ **Substitute Shortage and increase in Staff Sub Coverage**

Over the last few years, HUSD has been experiencing an increase shortage of Guest Teachers (substitutes) available to meet the daily needs of all school sites. This has resulted in an increase use of on-site teachers to substitute in classes, and though teachers are compensated for their time, they do lose their prep time for that day. HUSD understands the importance of preparation time for teachers, and has been running a campaign to encourage more Guest Teachers to apply to the district.

➤ **Revamped Vision Statement and SLOs for 2018-19**

In 2017-18, the Hemet staff identified the need to revisit our Mission/Vision statement and Student Learner Outcomes. Through a highly involved and democratic process, which included input from students, teachers, classified staff and administration, we identified a new Vision statement and Student Learner Outcomes which are found below. The stakeholders feel that these better reflect the generation of student we are serving, the desired PBIS outcomes, and the long-term outcomes that colleges and employers desire from our students.

**Hemet High School Vision Statement:**

Hemet High School's Vision is to be a physically and emotionally safe environment where every student will graduate with the necessary skills and knowledge to attend college, a technical/professional program, or other postsecondary training in pursuit of their career of choice; where cultural diversity, democracy, technology and the arts are valued; and where Respect, Responsibility, and Accountability are encouraged.

**Hemet High School Student Learner Outcomes:**

**Hemet High School DAWGS are:**

**Determined:** self-advocates, seek guidance, overcomes obstacles

**Accountable, Respectful & Responsible:** attends class on time, treats others with respect, completes assignments

**Well-Prepared:** completes A-G/CTE Pathway requirements, Obtains level 3 on CAASPP, Takes/Passes AP exam

**Goal-Oriented:** Meets set goals, completes credit/course requirements, uses available resources

**Successful:** involved in school activities, makes wise/mature choices, pursue post-secondary option of choice

With the 2016-17 school year spent gathering and analyzing data, the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria began in earnest in the fall of 2017. Focus Groups met every other month to address the prompts and to determine the schoolwide strengths as well as the growth areas needing the most attention. The WASC meetings were held as Focus Groups with discussion, specific prompts, and feedback from each meeting. Some meetings included surveys while others requested ticket out the door feedback. The current Action Plan was reviewed and the identified needs were addressed. The final document was presented to stakeholders in January of 2019 in preparation for the Visiting Committee's visit in March.

### III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Hemet High values the continuous improvement cycle experienced in the WASC self-study process and works throughout the six-year cycle to involve all stakeholders in the support and evaluation of student achievement. Since our last full self-study three years ago, substantial changes have taken place at the state, district and site level, most notably the continued refinement of the state funding and standardized testing systems for K-12 education.

The leadership team at Hemet High meets monthly during the school year and continually addresses school-wide action plan goals and REAL goals. The Single Plan for Student Achievement (SPSA) is annually reviewed by the leadership team, the School Site Council (SSC) and the English Learner Advisory Council (ELAC) before submission to the Hemet Unified School District Board for approval. A new template which is being utilized by all schools in the Hemet District, is now being used to update the SPSA each year. The use of the template allows the schools to align their goals with the district goals and LCAP with greater ease. Any items that are not included in our SPSA are supported by LCAP and fall within the District budget. District-funded LCAP decisions are based upon hard data and discussions with District official to identify appropriate steps to take.

Data analysis drives the decision making process at Hemet High. Every staff member is part of a DataTeam that meets at least once each month. In pre-service days each fall, we are presented with information regarding CAASPP results, AP outcomes, and the district and school goals. Weekly PLCs are focused around data review, collaboration, and staff development. The Principal is constantly analyzing various points of data to continuously improve the education process at HHS – she reviews the relevant data points and comparing it to the current plan and makes necessary recommendations to the leadership team and District officials when she sees needs that are not being met. For example, the Principal is currently looking at future career needs based upon National career data which shows some significant changes in the career needs for the next few years. She will be working with the District to determine if any changes should be made, or programs added to support the changing career needs of our State/Nation.

To ensure that students are included in the continuous improvement process, in 2018-19 HHS instituted a Principal-led student meeting called “Hear Me Out” where random students (based upon receipt of a ticket at the start of each lunch period) are provided lunch and given the opportunity to answer two questions: 1) What is working at HHS? and 2) If you had a magic wand, what would you change about HHS? The information is gathered and used to drive change, as appropriate. Students have been very open to this concept and are hardy participants in the process. Changes such as the addition of the ASL program, offering supper, addition of the Salad Bar, checking ID badges for student safety, moving the Career Center to the library, and the addition of the wellness center have come out of the feedback from students.

Every year we request student and parent feedback through several surveys held throughout the year. In the Spring of 2018, 32% of graduating seniors reported that they plan to attend a two-year college/trade school after graduation, and 48% of those students plan to transfer to a 4-year college, while 34% plan to attend a four-year university directly from high school. Our 4-year going percentage has increased by approximately 10% since our last visit, due directly to the attention placed upon the importance of graduation and the dedication of our College/Career counselor. Gathering this data helps us to closely align our action steps with the needs of our college-going population – lagging indicators help us to determine if the actions that we took in response to

student/parent feedback met the needs of all stakeholder.

WASC Focus Groups continue to collaborate through the six-year cycle with meetings held every other month. The Focus Group leaders and staff members from the previous self-study have remained relatively consistent with the majority of parent and student input gathered through survey data. For the last seven years, the self-study coordinator has had one release period in the master schedule to coordinate WASC related activities, monitor the Action Plan, and report to the leadership team. For 2018-19, the self-study coordinator has an additional paid period to monitor, format, and publish the self-study document.

**IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

**Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

**Critical Areas for Follow-up:**

- *Increasing A-G pass rates should be used [as] a metric to gauge student success across a-g courses but the master schedule offerings still have many non a-g classes that need to be analyzed by administration and counseling to determine if they lead to college readiness. Eliminating many non a-g classes should be a focus to complete a more rigorous menu of classes.*

	<b>Courses offered at HHS</b>	<b>HHS &amp; District-owned A-G approved courses</b>	<b>% courses A-G approved</b>
<b>2016-17</b>	NA	102	--
<b>2017-18</b>	156	132	84%
<b>2018-19</b>	152	134	88%

An evaluation of outstanding non-AG courses reveals that course material not A-G approved traditionally includes courses which are not A-G considerations such as Physical Education, teacher/library/office aide, ROTC, and some CTE courses that are offered through the County Office of Education. Core material that is not A-G approved include courses that are considered to be remedial in nature and some Special Education courses which are not eligible for A-G approval. Dual enrollment courses – offered through MSJC on the HHS campus – are exempt from A-G. All credit recovery courses offered through Edgenuity are A-G approved (except for those normally exempt as mentioned above).

Every student has the opportunity to complete A-G approved courses leading to their diploma. Students that are at risk for not completing the A-G requirements are counseled and course schedules changed to ensure the student has the opportunity to complete the requirements. Students who *choose* not to complete the A-G path are counseled about their decision and a signature is required from their parent before any schedule changes are made. ALL students are counseled regularly about the importance of being prepared for college and career and receive appropriate guidance to reach their post-secondary goals.

Over the last couple of years, because of the diligent efforts of our counseling staff, we have seen a slow but steady increase in A-G completion rates. As of 2018 we had just over 50% completion, and for 2019, we are on track to break the 60% mark based on current data.

- ***Additional Chromebooks to work toward the goal of a 1:1 ratio of students to devices. In addition, update site technology plan to provide for advance hardware for classroom and advanced training for teachers. Provide a Chrome book check out program for parents to allow technology access at home.***

Over the past 5 years, HHS and the District have been actively working toward outfitting every classroom with a set of chromebooks to allow students ready access to the technology necessary to train them for 21<sup>st</sup> Century Skills. As of this writing approximately 95% of all classrooms have received chromebooks either through district purchasing agreements or the TechKnow training program.

To bring teachers up to the necessary technology standards HUSD has a voluntary Google Suite training available through our Professional Development Department. Teachers are encouraged to get their Level 1 Google Suite certification to show proficiency in the basics which includes Google Classroom, Sheets, Docs, and Slides. Each year, the district sponsors a cohort of teachers to attend the TechKnow training program. The program entails attending a technology-based training session every other month, and requires completion of a portfolio. Teachers in the program receive advanced technology for their classroom which may include such items as: smartboards, touch-screen chromebooks, speakers, and projectors. Once trained, the TechKnow teachers are expected to support teachers at their site in technology-based learning projects.

In 2017-18, the District authorized each High School to hire (within the school) a Tech-Lead Teacher who would be responsible for supporting teachers in their efforts to institute technology-based lessons in their classrooms. During the first year of implementation, the chosen teacher held training sessions for Google Classroom and Powerschool and supported individual teachers with technology implementation concerns and/or ideas for their classroom. In 2018-19, the Tech-Lead Teacher is providing 1:1 troubleshooting, encouraging school wide engagement in Week of Code, providing small group PD, and creating/disseminating How To videos. The goal for the rest of the year is to increase technology-based PD opportunities for teachers.

- ***All English Learners will have individual conferences twice a year review data and set goals for CELDT and standardized testing performance.***
- ***Focused intervention and instructional goals related to learning outcomes for EL students based from four core curriculum areas.***

Over the last three years, HHS has worked diligently to implement a cohesive EL placement/monitoring/reclassification procedure. The following information highlights the structure of the current process:

### **EL Placement:**

EL placement is based on ELL Test scores on the ELPAC scores (CELDT scores are no longer valid), and teacher recommendation. The Coordinator communicates with all our feeder schools' EL Site Leads to determine this placement prior to the start of the student's 9<sup>th</sup> grade year.

EL Placement consists of 4 possible courses: 1) AVID: geared for college oriented ELLs who need very little scaffolding or support, but benefit from academic vocab/writing that AVID has to offer. 2) English 3D: year 1 is an A-G (under the B category) approved English class for support. But it does not take the place of other English classes. Students in this class are supported with academic vocab, writing, reading, and grammar instruction. Students generally need mild to moderate support for this class. After the first year of this course student are placed in English 3D year 2 (which is not A-G), but still a support class. 3) Read 180: is an approved support class for our SpEd population who need heavy support with reading comprehension.

Normally, this population is an LTEL as well, they verbally speak well, but simply struggle with reading. 4) English Now A/B: This class is for our students who are relatively new to American schools. They have limited to no English knowledge and need heavy support. Instruction is geared at teaching students' everyday vocabulary, as well as some academic language they need to succeed in high school, and how to form simple to moderate sentences.

**Additional EL Supports:**

Beginning ELLs have the option to check out chromebooks. They can take these computers to all their classes and use them as needed, or as the teacher sees fit for translating and completing work.

All teachers have CLAD certification and be able to scaffold/differentiate for students as needed. Teachers also have access to ELlevation.com to see a list of all their current ELLs, RFEP ELLs, and LTELs. This list provides them with a birds-eye view of students strengths and weaknesses according to their most recent MAP, SRI, (Read 180 - reading inventory test) CELDT, and ELPAC scores.

**Monitoring:**

LTEL's are monitored 2x a year at the end of each semester. Teachers are sent ELlevation.com monitoring forms that check to see if the student is still succeeding and if additional supports are needed. RFEPs are also monitored 2x a year, and for 4 years, at the end of each semester on ELlevation.com. Based on teachers' responses, RFEP students can be provided with additional support (i.e. ELD classes) as needed. The plan is updated in Elevation each time students are evaluated to ensure up to date information is available to all stakeholders.

**Reclassification:**

Students who are being considered for reclassification must meet the following criteria before reclassification can take place. All three (3) categories must be fully met:

**1. GPA:** Students must have at least a 2.0 on most recent triad or semester progress report

**2. ELPAC:** Students must receive a 4 out of 4 on state English Language assessment test

**3. District Reading/Lexile Test: (students only need to pass one of these)**

Read 180 (SRI - Reading Inventory):

9<sup>th</sup>-850, 10<sup>th</sup>-890, 11/12<sup>th</sup>-985

**or**

MAP Reading 6+:

Fall: 9<sup>th</sup>- 218, 10<sup>th</sup>- 220, and 11/12<sup>th</sup>- 221

Winter: 9<sup>th</sup>-219, 10<sup>th</sup>-221, 11/12<sup>th</sup>-221

Spring: 9<sup>th</sup>-220, 10-12<sup>th</sup>-221

Student grades are evaluated at regular intervals to determine what support they may need. This could include simply checking in with the EL Coordinator to get advice on how to stay on track up to/including mandatory tutoring in a designated support class.

**SPED EL Placement**

For students with an IEP, the team determines the appropriate instructional setting for the student to receive ELD as well as the staff responsible for (EL or SPED) which may include an ELD class, or READ 180 class (more support, smaller class).

- English Language Development (ELD) instruction is provided by a general education classroom during portion of the day Structured English Immersion Program (SEI).
- In the READ 180 class, targeted EL instructional groups held within the context of a classroom taught by a special educator. Students require more support with reading comprehension.
- Additional supports in the classroom include (but are not limited to):
  - Graphic organizers for reading comprehension and writing assignments
  - Extra time to complete assignments
  - Preferential Seating
  - Copies of notes

The student must receive appropriate EL instruction and services which are addressed in the IEP. Students may be provided a special education or regular education setting as long as they are appropriate to the student’s level of EL needs, are provided by qualified staff, and will help the student progress towards their linguistically appropriate goals and objectives.

SPED Accommodations during the ELPAC Assessments may include:

- Designated Supports or Accommodations
- Designated Supports Non-embedded Noise buffers
- Accommodations Non-embedded Supervised breaks within a section of the test
- Unlisted Resources (requires CDE Approval)
- Universal Tools Non-Embedded Supervised breaks within a section of the test

**Reclassification of EL Students in Special Education**

ELPAC results, teacher evaluation, parent consultation, and ELD Reclassification Packet (see requirements above). The packet is submitted to the District Accountability/Assessment Department for approval.

**EL Reclassifications:**

Year	Regular Education	Special Education
2016-17	15	1
2017-18	24 (+9)	19 (+18)
2018-19	39 (+15)	23 (+5)

With the consistent use of the Reclassification protocol, HHS has seen a remarkable increase in the number of students meeting the standards.

➤ *Provide after school tutoring - teachers will provide academic tutoring (English and Math) after school for students who are not demonstrating success in core academic areas to support the student's mastery of knowledge.*

Teachers are encouraged to provide lunch/after school tutoring to assist struggling students. Most teachers stay after school at least a few days each week to ensure that students have the opportunity to get extra assistance with their coursework.

The Think Together program, a stand-alone after school program, does provide some tutoring services for students; however, it is limited to homework help.

In the 2018-19 school year, HHS implemented additional interventions for Algebra II students to attend an intervention class during the school day to help remediate skills necessary for success based upon the pre-unit testing (or current grade).

HHS is also offering after-school credit recovery (both seat-based and online) in all core areas. Students attend the seat-based program for the same seat-time requirements as summer school, and if they complete the required material and attendance requirements, they will receive credit for the course.

The online credit recovery program, which used to be APEX, is now Edgenuity. Four teachers are trained in the use of the program and run classes before school, during the regular scheduled day, and after school. All of the courses offered are A-G approved, and students must pass with a 70% or better to receive credit. Students are expected to complete at least one course every 12 weeks, but can complete more if they apply themselves outside of class.

➤ *Continue planning and implementation of Positive Behavior and Intervention Supports (PBIS) system.*

In 2013 as part of a district initiative and in response to climbing district suspension and expulsion data, Hemet High attempted to implement **Positive Behavior Intervention and Support (PBIS)**. PBIS is a multi-tiered prevention framework guiding the implementation and sustainability of evidence-based interventions to meet the academic, behavior and socio-emotional needs of all students. Schools implementing Tier I PBIS supports for all students prevent the development and/or exacerbation of behavior challenges, increase the occurrence of pro-social skills and enhance the overall school culture. The initial roll-out of PBIS was not properly supported at the district level and was not received favorably by staff. The initial attempt at PBIS could be classified as a false start. Through staff feedback, Administration decided to take a step back and revamp the school-wide discipline policy to ensure students and teachers felt supported and that the school campus was safe and orderly. Currently, the Hemet Unified School District is part of a national PBIS - School Climate Transformation Grant, and each school was assigned to a PBIS cohort; Hemet High is in Cohort 2. The implementation of PBIS is a three year process. The 2015-2016 school year is considered the Exploration and Installation Stages. Next steps within this year are compiling the implementation team to consist of parents, teachers, administration and classified staff, Student Listening Circles, Facilitated Walk-Throughs and data collections.

In 2016-17, as part of the Tier II implementation of PBIS, HHS hired a Positive Behavior Intervention and Supports Specialist. The PBIS Specialist's role is to assist 10-15% of the school population (Tier II intervention students) by intervening and providing supports to help these students remove barriers to achieve academic success. Some of the activities in which the Specialist engages include:

- Check-In Check-Out (CICO)- Is the most widely implemented Tier II intervention for students who exhibit chronic, mild behavior problems. By helping a student improve their behavior, and attendance, academic success for a student is much easier to obtain. \*If Student chooses to participate, 80% success rate. Incentive based if goal(s) are met.
- CICO Implementation Cycle- Participating students complete a "check-in" each morning upon arriving at school with a Tier II Team Member. Tier II TM provides student with a daily point of contact designed to build a sense of responsibility and trust with a supportive adult.

- Progress Report (DPR) and offers pre-corrects for meeting daily behavior expectations and point goals. Regular Teacher Feedback- Teacher feedback occurs at the end of each class period. The classroom teacher gives positive praise for appropriate behavior and provides corrective feedback when applicable; Afternoon Check-Out Data Collection and Progress Monitoring Family Participation- Parents are asked to sign and return the DPR to school the following day. The CICO promotes school to home communication and family participation with the intervention.
- School Attendance Review Team (SART) Leader/ School Attendance Review Board (SARB) Member – the Specialist reviews attendance reports and schedules SART and SARB meetings for students and family to address and correct attendance issues. The SART team members include our Assistant Principal, School Counselor(s), Health Tech, PBIS Specialist and Child Welfare and Attendance personnel. We address obstacles to improving attendance, hold parents and students accountable for poor attendance, and provide supports to help improve attendance.
- Home Visits – the specialist conducts Home Visits to establish communication and positive connections between parent/guardian and school setting around identified issues: Poor attendance including excessive tardies, and/or excessive absences. I also go out on home visits for students who are struggling academically and are severely behind on credits to explain options regarding Alternative Ed. programs. The Specialist also assists with serving Parents/Guardians with SARB notices, and completes home visits for all of dropouts with the goal of getting them back in school.
- Provide individual and group support in the acquisition of pro-social skills, alcohol and substance abuse prevention including Teen Intervene.
- Peer Mediations
- Family Mediations
- Group(s)- Men of Excellence & Women of Excellence Group
- Attend and participate in IEP's, SST's, SART, SARB, RTI's, PBIS Tier I, PBIS Tier II, and Risk Review meetings.
- Campus Supervision
- One of site liaison's for Alt Ed, Foster/Homeless and community agencies.

In 2018-19, the Support Specialist created a form for teachers to direct-refer to the Tier II intervention process (after Tier 1 interventions had been exhausted per the policy). The goal while on the Tier II level is to build support that is “Function-Based” and “Comprehensive.” It is as important to know “why” a behavior keeps happening as it is to know what behavior is occurring. We want to build support that not only reduces problem behavior but leads to overall student success (academic, social, emotional). Teachers can also refer if they feel a student has a substance abuse problem so that they may receive support from a substance abuse counselor.

**(See Appendix C for the Tiered Fidelity Inventory used for implementation)**

**(See Appendix D for a redacted version of the Tier 2 PBIS Team meeting)**

In 2017-18 HHS teachers and staff began awarding DAWG Treats to students for exhibiting the tenets of Respect, Responsibility, and Accountability in 2017-18, and the number of awards has steadily increased since. Students can receive up to 2 points from each teacher, every day, and staff members that “catch” students

exhibiting the tenets of PBIS can award treats, also, by scanning the student’s badge with the PBIS app. which can be used to “purchase” various items from the PBIS store including candy, water, chips, Gatorade, and raffle tickets for prom and grad night.

The following data shows the number of points awarded per the identified dates:

	2017-18 (Jan – May)	2018-19 (Aug – Jan)
<b># of DAWG Treats Awarded</b>	<b>31,087</b>	<b>82,688</b>

The reward process has been, at times, a contentious point within the staff as some see the rewards less of a carrot than others. Some staff feel that rewarding students for expected behavior is not conducive to the PBIS process, while other staff feel that this is an acceptable approach to take in order to motivate students. Despite these opposing thoughts, we have awarded an incredible number of points, thus far, this year, and some students seem to be responding positively to their use.

To support the transition to ATS and PBIS in the classroom, HHS has had a Tiered Systems of Support/Intervention in place for several years; however, with the on-going push by the State to provide additional support for students with behavior concerns it was felt that extra guidance for teachers to better understand what behaviors and interventions should be provided in each tier. To support this process, in 2017-18 a discipline team was brought together to align the Tiered System of Support/Intervention with the PBIS goals and make the process more teacher-centered. Since OCR would no longer be an option for teachers, it was important to highlight the necessity of the PBIS model and tiered interventions to support teachers to create effective systems in their classrooms. The teacher-led group collaborated with their departments and other staff members, helped to redefine behavior and Intervention levels and activities, and presented the final document to all of the staff during the Pre-School PD days in 2018-19. In 2018-19, another discipline team was convened to refine and align the tiered supports and interventions and to provide teacher-to-teacher support in its implementation.

**(See Appendix A for the Tiered Systems of Support & Intervention)**

HHS identified an area of critical need as our demographics began to change to include more Foster, Homeless and a dramatic increase in Socioeconomically Disadvantaged students. Data showed that these populations were at a much higher risk for dropout, mental health concerns, and poor academic achievement. To help provide the socio-emotional support necessary to help students achieve academically HHS hired a dedicated Guidance Counselor to support Special Education, Homeless, and Foster students. The counselor has started several groups/clubs with the intent of providing additional support to the affected groups, is an active member of the “Hear Me Out” administrative group that meets monthly, and works closely with our Tier 2 PBIS Specialist on a regular basis.

HHS also hired two (2) Full-time mental health counselors to support the growing mental health concerns amongst ALL students. The mental health counselors support the socio-emotional needs of students through 1:1 counseling, group counseling, and self-directed group support. Guidance Counselors, teachers, or parents may refer to the MFTs at any time.

- *Provide traditionally underserved AP students with additional support including tutors (through Think Together program). Arrange for after school AP seminars utilizing classroom teachers.*
- *Continue to encourage enrollment in Advanced Placement classes, but only if a school wide support mechanism can be put in place to help struggling students in advanced classes. The school self-study recognizes the importance of more college level courses but student placement into these courses has not increased student success from AP data.*

### **Traditional Support:**

HHS and HUSD are proud to continue to provide open-access to AP courses for all students. Any student that is interested in pursuing a challenging educational program is allowed to take the AP courses of their choosing. In 2017-18 and 18-19 the District is providing the opportunity for all students to take the AP exam for only \$5 per test. This grant has dramatically increased the number of students testing.

In order to ensure the greatest level of support for ALL students to reach their highest potential, AP teachers provide additional support outside of classtime by including: additional office hours (often before and after school), AP review, a formal AP practice test which mimics the real exam and provides extensive feedback on the student's progress (given in the Spring prior to the actual test), AVID tutoring, a highly structured tutoring program designed to prevent overlap for multi-AP students, UC/CSU AP review (held at UCR), Saturday Schoool AP review during 2<sup>nd</sup> semester, AP Review texts, and SMOOP AP Review services. All AP teachers are committed to and engage in the AP Data Team and the District-Wide AP Collaboration Team.

The Think Together program, a stand-alone after school program, does provide some tutoring services for students, but does not provide any targeted services for the AP program. They do not have the manpower nor expertise to provide such services to the students. Tutoring services are generally limited to homework help or core department tutoring services.

### **Pre-AP Program (beginning 2019-20):**

Pre-AP offers an instructional framework and resources, student practice, and formative assessments in motivating, engaging courses that give all students the chance to become AP and college ready. The goal is to help build, strengthen and reinforce students' content knowledge and skills. The Pre-AP program is designed for ALL students and is to be the standard, baseline course offered. The goal is to promote equity and access to college ready courses for all students. The content is provided by College Board in the form of curriculum crosswalks and is designed to enhance curriculum already in place, the content is not 100% of the material needed for the year, there is an expectation that teachers will continue to use district adopted curriculum as appropriate.

We will be participating in Cohort 2 of the Pre-AP pilot.

The Pre-AP Program's objectives are to:

- Significantly increase the number of students who are able to access and complete college-level work (such as the AP program) before leaving high school
- Improve the college readiness of all students

In 2019 we will begin by offering Pre-AP English 9, Pre-AP Algebra I and Pre-AP Biology. Teachers will be trained by College Board during 4 days during the summer of 2019.

**MSJC First Year Experience Program (FYE)**

HHS has entered in to a partnership with our local Community College offer the FYE Program. The MSJC First Year Experience (FYE) Program is designed to make sure first-year students have a smooth transition into college life. All first year students are eligible to join the program, but space is limited. The FYE program provides students with extra support during their first two semesters so they can successfully complete any basic skills coursework and transferable college-level courses that contribute to faster degree completion or transfer. Students within the program receive: mentoring and Supplemental Instruction opportunities, early registration during their first two semesters, access to dedicated counselors, and education/degree plan and workshops on skill building, career and transfer planning.

**MSJC Articulation Program**

Students at HHS also have the opportunity to earn college credit through the MSJC articulation program. An articulated high school course is one in which a determination has been made that a course offered at the high school level is comparable to a specific community college course. High school students have the potential to earn college credits to use at the community college, CSU, UC or private college level by taking these high school classes. HHS currently has 8 courses articulated through 3 higher education programs:

	MSJC	Mt. San Antonio College	RCC
2018-19	6	1	1

Each year, all of the CTE programs receive training in the process of articulation through MSJC and are highly encouraged to work to align their programs to the standards of the colleges. Articulation through MSJC requires students to complete the high school course with a C or better and pass the final exam which is aligned with the standards of the MSJC course. Articulation must be renewed every two years.

- *Although the VC recognizes the importance of parent engagement as stated in the schools action plan, there were no additional opportunities described for parents to interact with the school. Additional parent orientations, library late nights, principal ‘chats,’ 8<sup>th</sup> grade orientation, parent technology nights, etc. should be considered to connect parents to the school.*
- *Increase access to library and computer labs for all stakeholders before, after school, and weekends.*

The values and traditions of Hemet High are well supported by the staff, students, parents, and the community at large. Families, often including second or third generation graduates, take part in school activities whenever requested. One outstanding activity organized and supported by the parents and surrounding community is Hemet High’s annual Grad Nite which gives Hemet High seniors a safe night of fun and celebration after graduation. Fundraisers are held throughout the year, a theme is chosen, sets are decorated, games and activities are organized, and refreshments are provided. Additionally, there is a parent presence on the School Site Council (SSC), Parent/Teacher/Student Association (PTSA), English Language Advisory Committee (ELAC), Action Team for Partnership Committee (ATP), and Positive Behavioral Interventions and Supports (PBIS) committee.

In 2016-18 and 2017-18, Dr. Shaw led a committed group of parents through levels 1 & 2 of the PIQE program. Throughout this nine-week workshop, PIQE’s signature program fulfills its goal of educating, empowering, and inspiring parents of K–12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and

constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education.

Each year, HHS and the District hold many events specifically designed to engage parents with the high school setting. Some of these events include:

- 9<sup>th</sup> grade orientation/AP/DE Expo – incoming 8<sup>th</sup> grade students are invited to tour the school, meet the teachers, and learn more about the various AP, DE, CTE and Elective programs available to them. (See Appendix E for 2018-19 handout)
- HUSD CTE Fair – an elaborate affair in which all of the HUSD High Schools show off their CTE / Elective programs in one place (at HHS). Free transportation is provided from each High School in the district. Entertainment, free raffles, and food services are provided. Last year was our first event, and we had well over 600 people attend. This year's event will occur on March 26<sup>th</sup>.
- Back to School Night – parents are invited to visit with each teacher on their student's schedule to learn more about the classes and expectations
- BARR Parent Night – an event that is put on for private/non-HUSD school parents to give them information about HHS and our BARR program
- Parent/Teacher Conferences – parents are invited to meet with their student's teachers to discuss progress and ask any questions they have about their student's work or class expectations
- BARR Parent Advisory Committee – twice a year, BARR holds their program advisory committee meeting which includes parents, students, and program administration
- AVID FAFSA assistance – The AVID program helps parents complete their FAFSA information during an event sponsored by the Career Center
- Chow n' Chat – Dr. Shaw holds a regular event in which parents are invited to discuss their concerns about the school, policies, etc.
- AVID Site Team – the AVID program regularly holds programmatic meetings which include parents, students, and program administration
- AVID Field Trips – parents are encouraged to chaperone the AVID field trips where students visit colleges all over the western United States to learn more about college life
- The VAPA program encourages parents to attend the various plays, choir events, and band events
- Sporting programs always encourage parents to attend events and get more involved with their student's school-related activities
- The African American Council for Excellence (AACES) program encourages parents to attend the monthly meetings. The goal of this program is to promote, engage, and empower parents in the education of their children, monitor student progress, and collaborate with stakeholders in the community

In 2016-17 HHS received approval to hire a full-time Parent Liaison to support the Career and College goals for HHS. It has been a slow start, due to staff turn-over; however, we have a new Liaison on board and she has begun planning/implementing some programs to support parent communication and engagement including: coordinating messages through ParentLink (a school-to-home communication program utilized throughout HUSD), social media coordinator, coordinating the Watch D.O.G.S. program (Dads of Great Students),

providing additional bilingual support for the Career Center, staying late two days a month to provide library/computer access to parents/students, connecting with outside agencies to provide classes/workshops such as ESL, computer literacy, citizenship, and fitness programs. The Parent Liaison also supports ELAC, SSC, WASC, and other parent-centered programs with outreach and bilingual services.

In 2018, the District opened the Parent Resource Center. The Parent Resource Center was created to not only help parents become more knowledgeable in the educational process and what we offer students, but provide them with knowledge to continue to support their students throughout their educational journey. The Parent Resource Center will be hosting a series of classes which include: English as a Second Language (ESL), Nutrition, and Positive Parenting; they are also working on providing classes such as Spanish, technology, and informative classes such as college information and high school graduation requirements. Though this resource is not directly connected with any school, it is a valuable addition to the various other programs and events that HHS puts on to assist parents with their student's educational journey.

- ***Course assessments (formative, summative, writing, or project-based) need to be created in all PLCs so that established data teams are able to design effective instruction based on common language. Instructional leaders are eager to engage in a process of common core strategies supported by site and district. Data team leaders need to be expanded to all core subjects.***

All core departments meet every month in course-alike Data Teams to review formative and summative assessment data to drive instructional activities in their respective classes. As an example: Algebra 2 administers the Interim Assessment Blocks (IABs) once a Month to expose students to the structure and practice problems. Teachers meet during collaboration time to review the outcomes and make intervention recommendations.

Other examples of outcomes related to data analysis include:

- Math Intervention course reviews the basic skills students are deficient in to help build math skills needed on the SBAC with the intent of building lessons to scaffold these skills into the lessons were applicable
- Math students were “recommended” Semester 1 by teachers to the Zero and Seventh Period Intervention class in all departments
- Students who failed Algebra 2A are placed in Intervention for 2nd semester in place of their elective
- English gave the IAC as the final for Junior English and used the data to modify instruction for the next year
- English does practice Performance tests
- The AP program offers a realistic practice test approximately one month prior to the start of AP testing and reviews results to support reteaching prior to the exam
- Social Studies is aligning their test to mirror the SBAC to support English
- Science give Authentic Performance Test (APT) to prepare for CAST

- ***Revise action plan goals that relate to ‘Student Involvement’ and ‘parent engagement’ and refocus learning objects that address learning outcomes in core subject areas. The leadership team needs to review with staff the process of analyzing school performance data and support revamped instructional strategies in every department.***

Since 2017-18, the Administration and leadership team have made rigorous academic instruction and research-based instructional strategies a goal for every department. To support this goal and provide a basis of understanding for all teachers, a program called “Instructional Rounds” was utilized to give Department Chairs and teachers from each department, the opportunity to visit their department classrooms and witness and document activities that were observable – at the end of the rounds, the visiting teachers discussed what they saw, and what they didn’t see, and compared notes on how much rigor and research-based instructional strategies were being utilized in the classrooms. For many, this was an eye-opener and gave the Department Chairs good data to discuss with their departments. Two such series of rounds were completed in 2017-18. After the first series, each department was asked to choose two research-based instructional strategies that would be observed by Administration and/or teacher walk-throughs and would be administered department-wide. During the 2<sup>nd</sup> Instructional Rounds visits, teachers were asked to follow the identical framework as the first, but were then asked to look for the stated instructional strategies, as well.

Once all of the data was gathered, this was shared with the various Departments during their Collaboration time. Teachers were asked to think about the data provided and to reflect on what their classroom would look like during such a visit. Administration also did “instructional rounds” throughout the year. Once the data is gathered by the Administrator, it is shared with the teacher via email (utilizing an automated response system) and if any concerns arise, the Administrator can immediately schedule a meeting with the teacher to discuss their concerns. This has opened up new avenues of communication allowing teachers and Administration to discuss instruction through the lens of rigor and student achievement.

Now that we have a process in place to address instructional strategies and rigor from a data standpoint, we start each year with the discussion about which strategies teachers are most likely to use to provide a baseline for expectations during walkthroughs and coaching discussions.

**(See Appendix G for Instruction Rounds Framework, findings, and raw data)**

- ***Include interventions and instructional strategies focused on improving pass rates in all core areas, particularly in ELA & Math, in all grade levels.***

New in 2018-19, with the intention to support students taking the CAASPP in the spring, HHS has implemented some additional interventions specific to Algebra II students which requires them to attend an intervention class during the school day to help remediate skills necessary for success based upon the pre-unit testing (or current grade).

Also new in 2018-19, HHS is offering after school credit recovery (both seat-based and online) in all of the core areas. Students attend the seat-based program for the same seat-time requirements as summer school, and if they complete the required material and attendance requirements, they will receive credit for the course.

The online credit recovery program continues from years prior, but is now Edgenuity. Four teachers are trained in the use of the program and run classes before school, during the regular scheduled day, and after school. All of the courses offered are A-G approved, and students must pass with a 70% or better to receive credit. Students are expected to complete at least one course every 12 weeks, but can complete more if they apply themselves outside of class.

A growing area of concern that has arisen in 2018-19 is the increasing number of D's and F's in many courses.

<b>Department</b>	<b>Spring 2018</b>	<b>Fall 2018</b>
<b>Math</b>	D- 14% F- 9%	D- 14% F- 15%
<b>English</b>	D- 11% F- 7%	D- 12% F- 7%
<b>Science</b>	D- 22% F- 14%	D- 11% F- 12%
<b>Social Science</b>	D- 9% F- 5%	D- 10% F- 6%
<b>World Languages</b>	D- 13% F- 13%	D- 16% F- 14%
<b>Electives</b>	D- 2% F- 1%	D- 9% F- 6%
<b>PE</b>	D- 6% F- 5%	D- 7% F- 7%
<b>VAPA</b>	D- 5% F- 5%	D- 2% F- 3%
<b>Special ED</b>	D- 22% F- 12%	D- 16% F- 12%
<b>CTE</b>	D- 32% F- 19%	D- 10% F- 8%

During DataTeam and Collaboration meetings, teachers have been discussing causes and strategies to mitigate further declines in grades for Spring semester. Because we are seeing this more commonly in freshman classes, some causes may include: middle school transition, increased special populations, and new material adoptions which are taking time to implement.

In response to the grade data shown above, we have stepped up intervention activities to include programs previously mentioned: Before/After school tutoring, EL Intervention, Increase credit recovery options, increased teacher-led tutoring, and Saturday School. Students are given many opportunities to make-up work or get extra help through the various intervention/tutoring programs regularly available. It is, however, up to the student to take advantage of what is available to them.

## V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

In 2016-17 HUSD brought on board a new Superintendent, Ms. Christi Barrett. Ms. Barrett's goal for HUSD is to provide every student with a World-Class education and the tools necessary to ensure students graduate from HUSD college and career ready. Parents, community members, pupils, local bargaining units, and other stakeholders have been engaged and involved in developing the LCAP through LCFF/LCAP study sessions; participation in parent and/or staff surveys specific to elementary, middle, and high school grades; attendance at "town hall" meetings for various community organizations (e.g., Chamber of Commerce, Kiwanis, Rotary); and attendance at LCFF/LCAP informational meetings at school sites specific to individual parent and/or staff groups. Invitation to participate in the survey(s) and meeting(s) has been accomplished via automated telephone messages (ParentLink), flyers and posters, public notification in newspaper, parent newsletters, District website, and bulletins/memos.

To that end, many changes to the SPSA have been instituted with the intent of aligning all school goals with the LCAP and District goals. Over the last 3 years, HHS, along with all other schools in the district, have been working toward refining our goals to support student achievement and the district goals.

### Refinements to the SPSA document included:

Continued alignment with the district's stated goals, per the Superintendent's direction. These goals include:

- Goal #1: All students will graduate from high school college & career ready.
- Goal #2: All students will read at grade level or above. All English learners will acquire proficiency in no more than 5 years.
- Goal #3: All students will have a positive, safe, and engaging climate. All school will have an inclusive culture featuring parent participation.

Each school is required to identify at least 4-5 goals which directly aligned with the district's stated goals. For 2018-19 HHS has stated the following as their goals to achieve:

**HHS Goal #1:** Focusing efforts on "college readiness" outcomes in *English Language Arts* based upon the State dashboard requirements (A-G, CTE) with the intent to increase A-G completion by 5%, and Graduation rate by 1% each year.

**HHS Goal #2:** Focusing efforts on "college readiness" outcomes in *Mathematics* based upon the State dashboard requirements (A-G, CTE) with the intent to increase A-G completion by 5%, and Graduation rate by 1% each year.

**HHS Goal #3:** Focusing efforts on "college readiness" outcomes in *CTE Courses* based upon the State dashboard requirements (A-G, CTE) with the intent to increase A-G completion by 5%, and Graduation rate by 1% each year.

**HHS Goal #4:** All LCAP identified Foster Youth will be connected to an adult and responses on campus to meet their academic, social, emotional, and mental health needs.

**HHS Goal #5:** Low income students will be connected to school activities (i.e. clubs, athletics, and Think Together after school program) to promote positive attendance and academics.

**The following new Actions/Services have been identified for 2018-19 to support the goals listed (the numbers following identify the goal(s) to which they relate:**

- Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others. Students: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days. (1, 2, 3)
- Software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade. Web-hosted software/programs and software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade. Including READ180 and EBSCO Quotation-AP Class Database Package. (1, 2)
- AVID: Instructional strategies training, tutors, tutor training, field trips, On site workshops, supplies, conferences, technology , College Counseling Workshops, guest speakers Fall Conference, Summer Institute, Ongoing training. (1, 2, 3)
- BARR 10- The research-based Building Assets Reducing Risks program was developed by teacher and counselor, Angela Jerabek to help first-year high school students feel welcome and excited about succeeding in high school, and beyond. Encourage learning and development of all students is the primary goal of the program. This is done through various means of promoting caring relationships, high expectations, and opportunities for participation. Structurally, the program is designed to quickly identify behavior changes in students and determine if the changes are simply developmental adjustments or indications of risk which needs to be addressed to help the student be successful in 9th grade and beyond. 2018-2019 Hemet High will pilot a single block with tenth grade students identified through multiple measures as being at risk. The block will consist of Geometry, World History and English. This block will be led by a team of teachers that meets regularly to discuss the progress of each student. The tenth grade team will attend monthly staff meetings with all ninth grade teachers, which will provide an additional opportunity to discuss, identify, and address concerns. Additionally, a support staff team meets weekly to coordinate services for students identified in the teacher block meetings who need additional support. These weekly risk review meetings allow the interdisciplinary team to assess and intervene, giving individualized attention to address risky behaviors or accelerate high performance, as needed for students to ensure successful completion of all 1<sup>st</sup> and 2<sup>nd</sup> semester classes. (1, 2, 3)
- After School Tutoring-teachers will provide academic tutoring (English, Science and Math) after school for students who are not demonstrating success in core academic areas to support the student's mastery of knowledge. (1, 2)
- Parent Project, which will provide classroom instruction for parents needing help with their 11-19 year olds. The classes cover issues involving truancy, violence, gangs, drugs, arguing, family conflict, poor grades, and runaways. (3)
- Parent Liaison Under general supervision, to act as liaison between the school, parents, and students; to assist parents and students in understanding school programs and college and career options. Objectives and procedures; to perform routine clerical duties; and to do other related work as may be required. This

position will report to the Principal and require knowledge of the district schools, especially those relating to grades 9-12. This position will have contact with and support students, teachers, and parents, answer procedural questions, encourage student attendance, and guide students into college and career pathways. (3)

- Students will be provided opportunities to learn about and participate in college readiness activities. On and off-campus events may be attended, staff training, and other materials and resources for college readiness awareness and initiatives will be utilized to support students, families and staff. (1, 3)
- Positive Behavior Intervention Supports (PBIS) incentives will be purchased and awarded to students who participate in and show improvement in incentive programs. Students can improve attendance, academics, behavior or variety of the aforementioned to receive incentives. (1, 3)
- CAASP, CAA, and AP coordination, materials, and substitutes to help proctoring exams. (1)
- Departments and office supplies budget. (1, 2)

**The following are District-level Actions/Services identified to support the goals for 2018-19:**

- Provide Professional Development oversight, planning, and leadership (1)
- Hemet USD will have a parent center that will provide trainings and parent support on all pertinent matters that lead to the success of our students in school. Support personnel will include a director, community liaison, and administrative secretary for program oversight. (3)
- A Coordinator of College and Career will manage all counselors and will work with them to provide a robust program that addresses social/emotional and family needs, as well as academic needs. In addition, the number of counselors will be increased districtwide. (1, 3)
- The district will provide summer school at all middle and high schools for the purpose of remediation, advancement, and credit recovery. (2)
- Hemet USD will provide a robust early childhood education program for our preschool aged children. (1)
- An intensive reading intervention program will be implemented at all elementary schools. Reading intervention teachers will be provided with instructional aides to further impact the students they serve. Additional Reading Intervention teachers will be provided at high need schools. (2)
- Instructional Coaches will be provided at the 4 valley middle schools and the 7 elementary schools with the highest population of SED students. Coaches will work with teachers to provide supplemental professional development to improve Tier I instruction, differentiation, and implementation of the new curriculum adoptions. (1)
- Hemet USD will provide opportunities for acceleration and college readiness to our students through the implementation of an IB program and by providing the opportunity to take AP tests for all students. (1)
- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff (1, 2, 3)
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches (1, 2, 3)
- After-School and Summer School programs funded by categorical programs (1, 2, 3)

- Data analysis services, software, and training for assessment of student progress (1, 2, 3)

**See Appendix G - SPSA document.**