



Accrediting Commission for Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
frivette@acsasc.org • www.acsasc.org

DAVID E. BROWN, PH.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR

GEORGE BRONSON, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR
OPERATIONS

INITIAL VISIT APPLICATION/SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: 12-8-2009

School: Oak Hills High School

Address: 7625 Cataba Road Oak Hills, CA 92344
Number and Street City and State Zip Code

Mailing Address (if different):

Number and Street City and State Zip Code

Telephone #: (760) 244-2283 Fax #: (760)244-0351

E-mail Address: WASC Coordinator: david.cain@hesperia.org

Chief Administrator: Principal: Larry Porras Assistant Principal: Michael Capps

School District: Hesperia Unified School District

Enrollment: 1,599 Current Grade Span to be Reviewed: 9, 10, 11

County: San Bernardino

Check any of the following that apply to your school:

- Comprehensive Community Day School Alternative Education/ Continuation
- Independent Study Charter School Home Study
- Online Distance Learning Other: Explain:

Note: If enough space is not available on the following pages, please append additional sheets.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the “description” below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Oak Hills High School is the newest of three comprehensive high schools in the Hesperia Unified School District and opened in August, 2009. The community of Hesperia experienced rapid growth in the last decade that necessitated the construction of multiple new school sites in the district. Oak Hills High School was largely populated through the division of Hesperia High School, where the enrollment on a campus designed for 1,800 students peaked at 3,800 students. While many of the programs and staff emigrated to Oak Hills High School from Hesperia High School, they are committed to creating a unique and distinct environment for the student population. We are fortunate to have a supportive network of community members and parents that are dedicated to the success of our school.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes
- Enrollment by grade level

Oak Hills High School is unique in many ways including the diversification of our students and staff. In addition, all stakeholders within this educational journey have made a seamless transition and continue to be dedicated to the successful achievement of all students attending our school.

While the area was traditionally rural, the community lies in close proximity to a major freeway and quick access to the greater Los Angeles community. Many residents commute to that area on a daily basis, thus making our area a commuting community. The construction of dozens of housing tracts has created a suburban feel to much of the area, but our residential community does not have access to the commercial and retail offerings of our city's center.

While many students live in single-family homes on large, widely-spaced, lots, in areas used for dirtbike riding or equestrian activities, others that live closer to the city's center live in apartment complexes, housing tracts, and higher-density housing.

Prior to Oak Hills High School's opening in August, 2009, the property of the school was undeveloped land, crisscrossed by dirt roads and surrounded by widely-spaced individual home sites.

Oak Hills High School is fortunate to offer a wide range of educational programs serving the diversified needs of our student population. Included within these programs are EL/ELD, AVID, GATE(ACE Academy), Special Education, Pre-AP/AP(English Language, Spanish Physics,U.S.History , and European History), and ROP. In addition, we offer staff development designed to train and prepare teachers for the diversity of our students. Other professional development includes, Thinking Maps, Write for the Future, GLAD, SDAIE, Ruby Pain, Data Team Training, AP College Board, SRA reading, and Project Based Learning.

The school opened with just ninth, tenth, and eleventh grade classes. The first graduating class will be the class of 2011. The current student population attending Oak Hills High School(as of 12/8/09) is 1,601. Of these, 702 are freshman, 462 are sophomores, and 437 are juniors.

More than half of our students, 848, are designated as socio-economically disadvantaged.

Give demographic information regarding the students, including the following:

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up

The current numbers for ethnicity and student sub-groups are as follows; African American, not Hispanic(198,12%), American Indian or Alaskan Native(17,1%), Asian(29,2%), Filipino(9,<1%), Hispanic or Latino(830,50%), Pacific Islander(5,<1%), and White not Hispanic(537,33%).

The most recent CEBED data indicates a total of 182 (ELL) students representing 11% and 54 students equaling 3%, speaking a language other than English at home.

Of our 1,601 students, 831 are males and 770 females, ranging in ages from 13 to 20 (Special Education students are allowed to attend until they are 22 years old).

The GATE student population is at 74 students which is approximately 4.5%.

Special Education is 150 students at 9% of which 98 are RSP and 52 are SDC.

Our student mobility rate is lower than Hesperia High School's for the current year, as Oak Hills High School has added 84 students and dropped 67 from our student population/attendance rolls.

Although we do not at this time have materials to complete progress indicators, we will use evidence and data provided by CELDT, CST, CAHSEE, District Benchmarks, course grades, promotion rates, on-time graduation rates, college acceptance, and AP test results as we develop our plan to meet the needs of every student. Because of our new-school status, the bulk of the data that we do have is data generated at other school sites.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions with one to two paragraphs. Please refer to the rubrics in the *WASC Initial Visit Procedures Manuals for California Public Schools* (www.acswasc.org/pdf_cde/InitialVisitProcedures_WASCCDE_manual.pdf) for areas to review prior to responding to the questions below.

Category A Organization

A1. Vision and Purpose Criterion: Does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by expected schoolwide learning results and the academic standards? Do the expected schoolwide learning results stress attainment of the academic standards?

Mission/Vision Statement: We, Oak Hills High School, support all in becoming lifelong learners, guided by integrity, connected to our community, and focused on academic excellence.

Oak Hills High School ESLRs: Integrity - By encouraging honesty and leadership. Community - Through tolerance and acceptance. Excellence - Through academic rigor.

The vision, purpose, and goal of all stakeholders within the Oak Hills High School community will be to provide a program that is rigorous and relevant for students as they prepare to enter the challenges of college, career, and life beyond high school. We, the educational community of Oak Hills High School, are also committed to the learning growth, and advancement of every student.

Our ESLRs encapsulate our commitment to our students, although they also need to be developed and clarified for specific purposes. The hope is that the statement applies to all

Our mission/purpose statement was created in an authentic manner where stakeholders attended a summer buyback and spent the majority of the day clarifying our reasons for joining the Oak Hills High School staff and expressing our hopes for the institution.

Optional drafts were handed out to focus groups and the statement has been in place since the second month of school. It has not only the support of the staff, but of the school district and its governing board.

A2. Governance Criterion: Does the governing board (a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide

learning results and academic standards based on data-driven instructional decisions for the school; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The expected schoolwide learning results and academic standards for Oak Hills High School parallel the policies and bylaws of Hesperia Unified School District, including alignment with district vision statement, core values, and goals. In addition, all instructional decisions for our site were developed from CST data taken from student 2008/09 testing results. The delegation and implementation of the aforementioned policies and bylaws are assigned to individual school sites(Oak Hills High School), and entrusted to administration as well as leadership and all stakeholders within the process. District representatives regularly monitor the progress of school sites, assisting in the completion of set goals and expected results. Furthermore, the district approves the single plan for student achievement during the first semester checking for alignment with the Local Educational Agency (LEA) plan.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

The leadership team and staff meet often to discuss available testing data, and develop rigorous, standards based curriculum that will address student needs. These meetings include, but are not limited to: Department (monthly), Department Data (monthly), WASC focus group (monthly), Department WASC focus (monthly), Leadership and SSC (monthly). Data and testing results are collected and analyzed with the use of the district wide Data Director system. This system allows staff to retrieve and analyze data from the following tests: CAHSEE, District Benchmarks, CST's, and CELDT testing. All student needs are assessed and curriculum is developed to address those needs as well as the standards. In addition, our ESLER's were created and developed by focus groups during the summer with the above needs in mind.

Does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

With the use of the Data Director system district wide, many types of data are made available for evaluation by an individual, department, and leadership for areas that modification within the single plan, expected school wide learning results for the ability to improve student achievement and performance, as well as API. The Leadership and School Site Council work to evaluate student data and test results in order to revise the single plan. The suggestions for revision are submitted to subcommittees within focus groups for review and presented to the Leadership/SSC and the School Board for final approval.

Describe the process used to make educational decisions and to initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

With the implementation and use of the SASI Classroom system district wide, this allows teachers, counselors, staff, and administration better access to student information. In addition, this system gives all staff the ability to enhance a student's individual instructional needs and allow for better communication with parents and guardians.

A4. Qualified Staff Criterion: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The Hesperia Unified School District and the administrative team at Oak Hills High School are continually evaluating and exploring new and creative professional development opportunities for our new and experienced teachers. We are committed to finding and offering the professional development opportunities of greatest benefit to the individual teacher. The district administrative team of Hesperia USD always strives to hire highly qualified teachers. In addition, the district has provided several professional growth opportunities for those teachers in need of attaining highly qualified status. In-service opportunities have been provided to various individuals within each department who can become a valuable resource and share their knowledge and experience with the new teachers.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Christine Lange--Introduction to Physical Science

Jason Story--SDC U.S. History, SDC World History

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

Describe any use made of regularly employed instructional assistants.

Oak Hills High School employs a total of 19 instructional assistants. Of these, five are assigned to a special education teachers, to help directly with students. Two instructional assistants are assigned to our SUCCESS classroom (behavior modification intervention), and work directly with students. We employ five special needs assistants: one within the county classroom and four with individual students. Two instructional assistants work within the CAPA classroom; one is designated for special needs and the other is not for special needs. We also employ one bi-lingual assistant, one instructional assistant/reading specialist, and two AVID tutors.

Describe any regular use made of community volunteers.

Oak Hills High School has assembled a parent center group/club made up of fourteen parent volunteers. This group is also apart of the leadership/SSC team, and will help with the revision and approval of the single plan for student achievement.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

30/1

Describe the staff evaluation process.

Oak Hills High School has established effective supervision and evaluation procedures that promote professional growth for all staff. In addition, Oak Hills High School has effective operation procedures that determine the measurable effect of professional development on student performance.

The three levels of supervision/observation, include site, district, and county classroom visitations. Classroom visitations focus on several professional development strategies that are being implemented. These strategies encompass, Marzano, graphic organizers (Thinking Maps), AVID note taking (Cornell notes), ELD and SDAIE, teaching techniques. Feedback from classroom visitations is provided for all staff through department meetings, e-mail, and staff meetings. Leadership team then considers all feedback and creates a plan for the next professional development. For site observations of individual teachers, the evaluation procedures include: pre-observation meeting, classroom observation, and post-observation meeting. At the completion of both the pre-observation and classroom review, a teacher and administrator have the opportunity to discuss future goals, potential feedback, and other areas of growth. Probationary teachers have two formal evaluations each year of their probationary status and tenured teachers have biyearly evaluations. After ten years, the union-negotiated contract states that a tenured teacher has just one formal evaluation every five years.

This process and these procedures are established and followed for classified employees as well.

A5. Ongoing Professional Development Criterion: How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Oak Hills School High effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving academic standards and expected school wide learning results. This is done in a coordinated effort with all stakeholders' involvement. First, a team of administrators, teachers, parents, and students examine the data and together create a single plan. Secondly, a professional development plan is constructed based on the needs presented in the single plan. Lastly, the professional development team refers back to the data to evaluate the progress.

Describe the ongoing professional development at the school? How is it initiated?

The Leadership and administrative team at Oak Hills High School examines and evaluates all professional development opportunities available through a process that uses student data to drive all offerings presented to staff. In addition, all district offered professional development will be assigned to teachers in need of specific training that will increase teacher knowledge and ability.

A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

Resource allocation decisions are made through a data informed collaborative team process. The district provides information on staffing and budget for our site. The staffing allotment is based upon student enrollment, with our site given the freedom to determine specific hiring needs. The Leadership Team consisting of teachers, counselors, parents, students, support staff, and administration forms the Single Plan For Student Achievement (SPSA)/Action Plan subcommittee to prepare and/or revise the plan for the school year. The planning process begins with the analyzing and evaluating of student achievement data along with budget allocation and distribution. When staffing and funding are not sufficient to support necessary programs, the administration team solicits the district for further financial support, which is generally granted, such as an additional teacher and instructional assistant for the special education department based on student data. Once the plan is complete and approved by Leadership Team and School Site Council (SSC), all expenditures must be in alignment with the plan. If other needs arise, SSC has the authority to amend the plan. While our categorical budget has been aligned with the SPSA and spent according to academic needs, we are focused on teacher instruction time (bell to bell), curriculum and physical materials on those areas of greatest significance.

NOTE: Only Charter Schools should respond to the following two criteria (A7 and A8).

A7. Resource Planning and Fiscal Health Criterion: To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future. Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

A8. Operational Standards and Procedures Criterion: Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Category B

Standards-based Student Learning: Curriculum

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

The curriculum, instruction, and materials have been aligned to content and performance standards through curriculum calibration meetings, textbook adoption committees, data team meetings and department meetings. All textbooks utilized by teachers and students within our curriculum, are state adopted California text editions. The district pacing plan and benchmarks have been developed through this process. Additionally, the professional development plan has included opportunities for data analysis and implementation of data driven instructional strategies.

Standards-based materials are utilized in all core content areas. In addition to the core materials, supplemental materials are available in Spanish for all newly adopted textbooks. While the ELD program is aligned to the English pacing plans, supplemental material such as the Edge textbook series are available. The Special Education students are supported through the adopted core materials and texts, as well as standards based materials at an appropriate reading level, such as AGS/Pace Globe textbooks.

Within the regular program, special education and low performing students are offered additional support through the tutoring schedules, review programs, and ninth grade class size reduction classes (CSR). English learners are scheduled into classes with teachers trained in SDAIE methodologies. Thinking Maps training has led to greater use of graphic organizers across the curriculum, serving all students but specifically targeting English Learners. Most recently, the implementation of Bulldog Training, Link Crew, and tutoring support through ASB/Activities and AVID will offer additional help to low performing students.

Categorical funding has been used to support students through one bilingual aide assigned to assist in the core academic areas. There have also been purchases of electronic media, providing for the visual representation needed to assist ELD students. Additionally, four computer labs have been equipped with PLATO Learning and Revolution Prep software. Students are assigned to the labs for supplemental targeted intervention to build their Math and English skills, and to assist in passing the CAHSEE, but the additional labs in the College and Career Resource Center and the library can be utilized by students before, during, and after school. Supplemental reading programs such as Renaissance Learning (Accelerated Reader) is accessible to all students and SRA Corrective Reading is provided for students scoring below basic on CSTs. Categorical funding also supports PEER leadership, Advanced Placement teacher training, and hands-on materials for math and science.

B2. Student Access Criterion: How does the school ensure that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the

pursuit of their academic, personal, and school-to-career goals?

Our site's counseling department works in conjunction with our College and Career Resource Center (CCRC) to assist students in establish academic, personal and school-to-career goals. All students meet with their counselor at regular intervals during the school year as well as times of specific need to discuss and plan for short and long-term goals. The CCRC is staffed with well qualified individuals who regularly conduct workshops for students and groups. The counseling department and the CCRC communicate to students, parents, and staff about a host of issues including career fairs, college representative visits, financial aid, trade school presentations, as well as a myriad of other options.

Low student performance is a school wide concern. All of our teachers have students in one or more of their classes performing below ability. Specifically, the EL and special education populations perform far below the school average. Targeted interventions are in place to meet the needs of the students scoring below basic. In addition to the intervention strategies in place, we have six computer labs set up to assist students with homework, projects, and tutoring. We have one computer lab, set up and designated specifically to improve student performance. The five remaining computer labs located in the library, career center, and rooms C-5 Thru C10, are available by appointment or a scheduled rotation of teachers.

Underperforming students are assisted at Oak Hills High School through the PLATO Learning Lab, supplemental reading programs, collaboration classes, CAHSEE prep lab (five other computer labs are available in the library, career center, and C-5 thru C-10), AVID, SDAIE strategies, bilingual aides, non-linguistic instructional strategies, and tutoring programs established during the school day as well as after school. Other support programs include PEER Leadership, career center, school counselors, parent center, We Really Care, an intervention liaison, social worker, SARB, and alternative education programs. Parents are supported through ELAC, the Parent Center, and internet-based resources and communication tools. The district supports these efforts through a comprehensive staff development program addressing our specific growth areas. The community is supporting education through the recent opening of a new and extensive library. The county provides additional support through CALPASS planning as well as the Alliance for Education.

B3. Graduation Criterion: How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation? List (or attach) the graduation requirements of the school.

Counseling

The counseling department at Oak Hills High School is committed to meeting with students individually as well as communicating the graduation requirements to them through general information presented to classes prior to initial and ongoing registration each spring. Students are provided copies of the graduation checklist marked for the courses they have completed as well as the ones needed for graduation.

The process begins at Bulldog Training, prior to the ninth grade year, where students and parents are presented with all relevant information and materials concerning graduation as well as the distinctions of college readiness requirements (A-G requirements). Individual meetings with students for a graduation check and goal setting begin during the ninth grade year as well and continue each year after that. Although a paper copy is provided to the student, the looping counselor system ensures that students have the same counselor throughout their matriculation at Oak Hills High School.

Those students who do not pass the CAHSEE during their tenth grade initial testing meet with their counselors and then sign up for the Revolution Learning program. The progress is monitored by the counselor.

Ongoing monitoring ensures that students are making measured progress toward graduation. Those students who are significantly behind in units for their grade level are identified and assisted in finding alternative programs to meet their needs, in hopes of having them return, caught up, and ready to graduate with their classmates.

General Requirements

In all departments and disciplines, emphasis is placed on successful completion of the course material as aligned with the state standards. All departments are working toward improved performance in the core disciplines. Summer school and credit recovery classes are offered for students who need to make up classes and for students who want to accelerate their learning or open up room in their schedule for ROP, elective or enrichment classes.

Special Education

Students are able to receive testing accommodations that are allowed through state approved criteria. These accommodations are based on their individual needs as verified through their IEP. We are also working on testing modifications that could be available for those special education students that meet certain criteria. These few students will be able to receive a more structured testing environment within smaller group setting and other types of assistance not available to regular education students, with the goal of increasing positive outcomes the CAHSEE and other standardized tests, although the state change to requiring special education to pass the CAHSEE will affect our focus.

Category C

Standards-based Student Learning: Instruction

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the expected schoolwide learning results, how does the school ensure that all students are involved in challenging learning experiences?

Oak Hills High School provides challenging learning experiences to all students appropriate to their level of academic skills, and appropriate to the content and skills being taught.

Through the use of multi-media direct instruction and standards-based textbooks, students are introduced to appropriate academic content. Students are challenged to develop content mastery through instruction that incorporates inter-active note taking, close reading techniques, and thinking-maps based writing assignments.

Through collaborative group work, and writing assignments that involve analysis and synthesis, students are engaged in trying to make sense of the content they have mastered. Furthermore, students are encouraged to make connections between classroom content and real-world tasks and interests through simulations, hands-on projects and field experiences.

Project-based learning experiences and in-class group projects often engage students in problem-solving thinking in either discovering new knowledge, or applying new knowledge. Such projects and activities are also designed to help students recognize the relevance of academic content and skills by connecting them to areas of interest to the students.

Students who are not proficient in content mastery and skills are identified through Data Director, and are provided instructional activities designed to help them with content and skill mastery. They are also provided with specific in-class or after-school intervention, support and tutorial instruction in order to help them strengthen their academic skills. Many teachers use a variety of AVID instructional practices such as note-taking, reading, group discussion and meaningful writing to help students move toward proficient levels of academic content and skills.

Many teachers have been trained in GATE, AP, and differentiated instruction methodologies in order to appropriately challenge those students with proficient and advanced levels of academic achievement. These students are sometimes given choices in order to choose learning experiences most appropriate to their skills and interests. They are also involved in projects and assignments that encourage them to integrate the content and skills from more than one academic discipline.

Students whose primary personal or academic language is not English are provided a variety of ways to develop competency in the academic content areas while also developing fluency in English. All teachers have been trained in SDAIE and CLAD strategies, and are encouraged to use those strategies in their regular instruction.

The teachers at Oak Hills High School are also dedicated to creating relevant and media-rich learning environments through the use of technology. LCD projectors are mounted in each classroom and teachers have been trained in their use. The use of Smart Boards, Tablet PCs, electronic response systems, wireless interface systems (Mobis), and document cameras are to engage the students in the content material and to allow for greater comprehension. Students also use the technologies on site to present to classmates and demonstrate content mastery. Oak Hills High School has also purchased electronic licenses for Renaissance Learning (formerly, Accelerate Reader), STAR reading testing, Discovery Education (formerly, United Streaming), Turnitin.com essay submission and plagiarism service, and EasyGrade online gradebook.

The instructional commitment of Oak Hills High School is that all students can develop personal competence in academic content and skills, and can be challenged to expand their skills, increase their understanding and ability to solve problems, and can connect their academic learning to their real-life interests and tasks.

C2. Strategies and Resources Criterion: How does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Staff development offerings through the district and the site are based upon targeted growth areas for students and teacher needs. Our leadership team and professional development subcommittee plan appropriate offerings. The offerings include EL strategies, GATE certification, Ruby Payne's poverty series, Thinking Maps, Write for the Future, RIMS-CTAP Data Teams, Project Based Learning and EL certification. Our leadership team has taken on the responsibility of planning all professional development. Collaboration time on Wednesday mornings has been implemented and utilized for data analysis, discussion of best practices, content alignment and articulation. Additionally, there are teachers and district coaches available for professional development in data analysis, small learning communities, math, balanced literacy and cognitively guided instruction. For new teachers, the New Teachers Academy, BTSA mentors, and intern coaches provide professional support.

Category D

Standards-based Student Learning: Assessment and Accountability

D1. Data Collection and Analysis Criterion: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

State and local data are analyzed regularly, using models taken from RIMS-CTAP Data Teams. The data collected includes CST, CAHSEE, CELDT, quarterly District Benchmarks in all core subject areas, physical fitness, STAR Reading Level, and all associated demographics. Other sources we are adding as the school progresses are AP, PSAT, SAT, and ACT exam results. Data is provided through Data Director, an online service contracted by Hesperia Unified School District with ongoing training on its potential and capacity for data reporting as well as additional staffing at the district office to assist school sites. All staff members have access to this information, from any internet connection, to use as an evaluative and reflective tool. Another program used by staff for attendance, contact information, and discipline is SASI, but is only available on site. Although not open to parents, all information is available to parents through the registrar and counseling department.

National, State and District assessments are used to evaluate student progress in California State Standards. In addition to these formal assessments, each department uses curriculum and standards based assessments following a rubric developed from collaboration, outside research and other state adopted formats. Furthermore, individual teachers use a variety of standards based formal and informal assessments, evaluating individual student progress.

The collaboration Wednesday schedule allows for data review, analysis, and sharing best practices for improved instruction. Data Director and Data Teams training have been provided for all staff members and more intensively for a data committee representing all core departments. By implementing the Data Team model, teachers collect common data, plot the results by students or classes, compare with other teachers in the same subject area, evaluate strengths and weaknesses revealed, and develop collaborative plans to target instruction in the areas of greatest need. Teachers are also able to identify specific students and offer remediation, tutoring, or support from another program.

Results from all state and national assessments are mailed to the students' parents/guardians. Additionally, individual teachers from core subject areas post assessment results on Edline, an online grade notification system. Edline is updated weekly and therefore parents have immediate access to all classroom attendance and assessment results including all assignments, homework, unit tests, interim departmentalized assessments, and benchmarks.

Additionally, teachers and staff use a variety of tools for assessment procured from professional development training. These trainings are implemented in the classroom and shared within departments and at staff meetings.

Information and assessment data is shared with Oak Hills High School's Parent Center, Leadership Team, School Site Council, and English Learner Advisory Committee. The school's testing results are also reported at Board Meetings, in the School Accountability Report Card, and in the local newspaper. The school and district websites contain API results as well as links to state reporting websites which will begin to report Oak Hills High School data at the start of the 2010-2011 school year.

D2. Variety of Assessment Strategies Criterion: How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these finding to modify the teaching/learning process for the enhancement of the educational progress of every student?

Teachers utilize a variety of formal and informal assessments to evaluate learning and guide instruction. Teachers use tests/quizzes, questioning strategies, observation, study groups, creative projects, labs, homework, classroom discussions, and performance-based assessment to assess student learning. These techniques are in addition to formal assessments such as common department tests, benchmarks, and state mandated tests.

All state and local data are analyzed regularly. On Collaboration Wednesdays, departments meet each month to discuss CST and local benchmark data. Through the use of Data Teams, best practices are shared to find ways to improve instruction in areas of need, as indicated by the data. Benchmark data is used to assess how changes in instruction are benefiting students, both collectively and individually. Benchmarks are also used to predict CST performance and subject matter mastery. Results are used to plan future lessons and spiral the curriculum as necessary.

Teachers implement techniques learned through staff development in areas such as EL strategies, SDAIE, Thinking Maps, Write for the Future, Ruby Payne's poverty series, GLAD, BTSA, and Project Based Learning to provide a variety of teaching strategies to meet the needs of each student.

Site, District, and County Walk-Throughs are performed regularly, with the goal of determining effective implementation of research-based strategies. Feedback is presented regularly to the teachers via email, staff meetings, and written reports so that modifications can be made as necessary.

How is assessment data used at the school?

As a data-driven district and school site, data affects every aspect of the school culture. Individual student data is used for placement, conferencing with students, monitoring program successes, areas of need, and more. Data is used for both evaluation as well as affecting instruction and program offerings for specific students as well as for larger groups of students.

Assessment results influence the type of modifications made to help all students with specific focus on special education students and English language learners. These include, but are not limited to slower pacing, manipulatives, realia, bilingual pairing, positive reinforcement, visuals, and alternate assessments.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Hesperia Unified School District has implemented a comprehensive assessment and monitoring system. Pacing plans and quarterly benchmarks for the core academic areas are developed by the Curriculum Calibration Committees, comprised of teachers from each secondary school in the district who meet in department and grade-level groups at least twice each school year. The plans are under continuous review and modification based on data analysis at the district and site levels. The pacing plans reflect the California state standards, CST blueprints of the California Content Standards, as well as specific tasks to determine what is to be taught during a specific date range, currently delineated by quarters.

While quarterly benchmarks are the assessment tools used to measure student progress toward annual goals, many examples of pre-assessments and interim assessments are also utilized. Data Director contains all past testing results of students and is easily accessed by all teachers, counselors, and administrators. Benchmark data is posted to Edline, as teachers include the scores in their gradebooks for student and parent notification.

D4. Assessment of Student Achievement Criterion: Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Oak Hills High School regards assessment as an integral part of the total educational process and culture of the school. Assessment results are used to monitor individual student progress, evaluate and revise the school-wide plan, modify teaching techniques, design curriculum, establish goals and objectives and allocate resources and funds. A wide variety of assessments are embedded in daily instruction to accommodate various modes of learning, stimulate critical thinking, demonstrate effective communication, and ensure academic achievement.

Data is reviewed annually by the single plan sub-committee in order to monitor progress towards the measurable goals in the action plan. The goals and action plan will be modified as necessary based upon the data from CSTs, CELDT, API and AYP. The single plan is submitted to focus groups and home groups for suggestions and approval before submitting to school site council and the school board. After reviewing data, the Oak Hills High School leadership team, through the single plan sub-committee, allocates funds for research based needs. Acknowledging that the majority of our students came from Hesperia High School, this process has already resulted in the implementation of intervention programs to address low scores on the CST in math and reading (SSR, SRA, Plato labs, and Revolution Prep).

Departments utilize Data Director to create, score and analyze student mastery of content standards with quarterly benchmarks and interim assessments. The ability to pinpoint specific areas of strength and weakness in student performance has significantly increased awareness among faculty of where to focus instructional efforts in order to maximize learning and increase student achievement. This data is brought and reviewed in department meetings, grade-level meetings, or subject-specific meetings. The recommendations are then shared with the district, through the curriculum and collaboration representatives, for revision of benchmark assessments and pacing plan.

After reviewing data, the Oak Hills High School leadership team, through the single plan sub-committee, allocates funds for research based needs.

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

From our inception, Oak Hills High School has sought out community involvement, from sending representatives to the Oak Hills Property Owners Association meetings before construction began, to maintaining a large and active parent center. We even included community as one of our core values as we seek to build relationships between individuals and groups within our school as well as connecting with the community outside our gates.

- Each year begins with a Parent Night so that parents can come and experience a walk-through of the campus from their child's perspective. Parents move from class to class as their child would during the school day. This gives parents an opportunity to meet each of their child's teachers.
- We maintain a current website with information on all departments, programs, and activities at Oak Hills High School.
- We have daily announcements for students as well as biweekly video announcements that cover a range of topics from sports and academics, to clubs and community events.
- Each teacher uses Edline, a tool that allows for communication with parents, progress grade reports via e-mail, and assignment posting. Students and parents are given individual logins. Coaches are also given access to monitor their team members.
- Our award-winning fine arts programs put on an art shows, as well as, several drama and band performances each year. These provide our students an opportunity to showcase their talent in front of family and friends.
- We have implemented the Renaissance Program to recognize and reward the success of our students.
- Each year we hold a 4.0 dinner to recognize the achievements of our students.
- We host a variety of sporting events throughout the year.
- We also host a College Prep Awareness night, Financial Aid Night, and an Eighth Grader orientation night. We also host college and university representatives to administer application workshops.
- Career Day is an annual event, put on by Career and College Resource Center.
- We host a night for current eighth-grade students and their parents, in which every department is represented and can answer questions.
- The counseling department holds parent teacher conferences to give all parties involved an open line for communication and a foundation for intervention.

- At risk students who have not passed the CAHSEE and are behind on credits are invited with their parents to intervention meeting.
- We send out four quarterly report cards and four progress reports each year for all students.
- Parents are able to request that teachers sign daily homework records and weekly progress reports for their students.
- IEPs and ILP's allow parents, students, and teachers to create education plans.
- The counseling department provides parents with referrals to outside agencies.
- Parents and various community members play an important role in special events, planning, and decision-making.
- School Site Council meets every month with members including parents, local business owners, and community members.
- We have daily announcements for students as well as biweekly video announcements posted on our school website and played in class.
- Parents participate in athletic and band booster clubs.
- We are privileged to have a large and active Parent Center.
- English Learner Advisory Committee (ELAC) members meet regularly.
- A wide range of clubs cover academic and social interests of students, including:
 - American Sign Language
 - Book Club
 - Bowling Club
 - CSF
 - Canine Companions
 - Christian Club (Bulldog Believers)
 - Drama Club
 - Future Business Leaders of America (FBLA)
 - French Club
 - Gay Straight Alliance (GSA)
 - Green Club
 - Hip Hop Dance
 - Interact
 - K-9 Crew
 - Kids Who Care
 - Latin Travel Club
 - Link Crew
 - National Honor Society (NHS)
 - Otaku Club

- Paw Print (Journalism)
- Peer Assistance
- Photo Club
- Ski and Snowboard Club

E2. Safe, Clean, and Orderly Criterion: How does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

Oak Hills High School is a clean, safe, and orderly environment where all staff members contribute on a variety of levels in an attempt to provide a setting conducive to educational achievement and success.

- Custodial staff monitors campus on a continual basis.
- Custodial staff comes in early to ensure that graffiti issues are handled prior to students arriving on campus.
- Principal makes school-wide announcements commending lunches for being clean or encouraging a particular lunch to do better at cleaning up after themselves.
- Administrators/management and campus proctors take proactive approaches when dealing with the student population.
- Teachers are encouraged to stand in classroom doorways and monitor students during passing period as well as greet students as they enter.
- Presence of School Police as “Authority Figures” is prevalent.
- Administrators and proctors actively monitor campus during class periods to ensure students are not wandering. Students without passes are held in tardy sweep.
- Students are contained in a common area during lunch, so as not to congregate in smaller groups spread around campus.
- Progressive discipline policies are in place.
- Peer counselors conduct conflict mediation to assist the counseling department and reduce the workload for the discipline office.
- The counseling department provides confidential setting for students to discuss personal, social, educational, career issues.
- Calsafe has partnered with St. Mary’s hospital to offer support for our pregnant/parenting teens.
- Daily bell schedule accommodates class time as well as school spirit activities, assemblies, and testing.
- Schedule is posted in all classrooms and any changes are announced in advance to students and staff.

Oak Hills High School holds high expectations for all students both in academics and behavior.

- Subject-specific pacing plans or unit plans are posted in every classroom.

- School-wide progressive discipline policy enforced based on behavioral norms set forth in the student handbook.
- Each teacher provides students with a course syllabus that sets norms for the classroom that coincide with the progressive discipline plan.
- Teachers submit copies of their final examinations to administration for oversight and accountability.
- Teachers present a rigorous coursework load based on district benchmarks and state curriculum standards.
- Classroom instruction is differentiated to fit the needs of a diverse student body.
- Counseling prepares individual learning plans for each student to guide students and encourage the greatest amount of academic success possible.

Oak Hills High School faculty and staff are dedicated to achieving success and focused on continuous school improvement.

- Numerous opportunities are available to staff for professional development through the district office, the county superintendants office, as well as other professional groups and organizations.
- Collaboration Wednesdays offer time for staff to work together to improve in focus areas such as testing and develop better instructional strategies.
- Departments organize Data Teams to evaluate results and adjust instruction for students.
- All teachers are placed on observation plans in order to receive regular feedback from administration.
- Administrators observe in all classrooms for informal observations on a regular basis.

Indicate the procedures that are used for general communication among staff, between staff and students, and between staff and parent, etc.

Oak Hills High School seeks to establish trust through open lines of communication between staff, administration, counseling, parents, and students. We take pride in our open lines of communication, as they are one of our primary ways of exhibiting our level of professionalism in the field of education.

- All staff members have access to the Hesperia Unified School District Groupwise e-mail system from their classroom computer or any device with an internet connection. Teachers are asked to check their email at the start of the day and then when convenient. It is expected that teachers respond to fellow staff members, parents, and students in an appropriate manner and timeframe.
- Staff meetings are held on a monthly basis and in special circumstances to address pressing issues.
- Departments meet three times each month as well as subject specific groups meeting additional times each month.
- Each year begins with a Parent Night so that parents can come and experience a walk through of the campus from their child's perspective. Parents move from class to class as their child would during the school day. This gives parents an opportunity to meet each of their child's teachers.

- We maintain a current website with information on all departments, programs, and activities at Oak Hills High School.
- We have daily announcements for students as well as biweekly video announcements that cover a range of topics from sports and academics, to clubs and community events.
- Each teacher uses Edline, a tool that allows for communication with parents, progress grade reports via e-mail, and assignment posting. Students and parents are given individual logins. Coaches are also given access to their team members accounts so that they can be informed and aware.
- The majority of parent-teacher contacts are conducted through email. This is based on the action of parents and not a policy of the school, but a welcome one that provides more regular and comprehensive communication.
- Parent conferences are regularly scheduled and attended by all associated individuals or departments.

E3. Student Academic Support Criterion: Do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

The counseling office is organized to serve the needs of the Oak Hills High School student body.

- Four counselors on staff and numerous assistants, including Peer Counselors, ensure that someone is always available.
- Each counselor is assigned a grade level. The counselor loops with those same students the following years and starts over with ninth grade after a class graduates. This encourages relationships to be built between parents, students, and their counselors that contribute to maintaining academic and social accountability.
- Individual learning plans are created for each student.
- Graduation checks begin in ninth grade to familiarize students with graduation requirements, university requirements, and the distinct differences of high school from middle school/junior high.
- Information is available for student athletes regarding guidelines for NCAA clearing house.
- The counseling office provides new student tours, conflict mediation, and personal counseling.

English Language Learners receive support in and out of the classroom.

- All teachers are required to be CLAD certified.
- One counselor has been designated as the specialized ELD counselor.
- Classroom aides assist students.
- ELAC meetings are held throughout the year and members attend other school meetings as well to stay informed about various issues and to share with those committees.

E4. Student Personal Support Criterion: Do all students have access to a system of

personal support services, activities and opportunities at the school and within the community?

Support is offered to all students who fall behind in their graduation requirements.

- Independent study work is provided for special education students.
- The district offers summer school every year to catch up on credits or get ahead.
- Concurrent enrollments at the local community college are available.
- The district operates several alternative education programs.
- The counseling office helps students create ILP's and advises them during registration each year in how to stay on track for graduation.

Special support is offered for incoming students with low CST, reading level, and CAHSEE scores.

- Plato labs for remediation and support
- Revolution Prep program in place to offer targeted intervention on CAHSEE
- CAHSEE prep books available for all students
- Reading program from decoding to enrichment, including SRA.
- Renaissance Learning Program (formerly Accelerated Reader) in place.

Available Technological support

- All core departments have their own dedicated computer lab for teacher use.
- A dedicated classified employee and a certificated technology coordinator assist teachers in hardware, software, and instructional issues.
- The Renaissance Learning (AR) and STAR reading test programs are now available to teachers and students online. All students are STAR tested to assist in data evaluation of reading levels and modify programs and instruction.
- The library and the Career and College Resource Center have computer labs that are open to students before and after school. They are also available to classes during the school day.

Oak Hills High School has a focus on career and college exploration.

- The school operates a career and college resource center where students can go to explore and apply for college or look into careers. Staff members are available for questions and to help students through the process of college applications. The center also assists students with career exploration and testing services through Coin and Eureka systems.
- The BRIDGE program is in place to help students transition from Oak Hills High School to our local California Community College and its associated course and program offerings.
- The AVID program is in place and students are supported through dedicated classes and associated mechanisms.

The Oak Hills High School ACE Academy (GATE) maintains a continuity of instruction and focus as students share a common schedule of classes focused on depth and complexity of the represented subject matter.

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Develop a list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- We have the largest and most impressive school site in the High Desert with the largest stadium and gymnasium capacity of any local school.
- Every classroom has a mounted LCD projector for instruction utilizing Smart Boards, Tablet PCs, and document video cameras.
- Implementation of a school-wide Renaissance Program
- Every teacher posts grades and attendance to Edline for student and parent access.
- Our first-year sports teams have accumulated numerous wins.
- Drama was sweepstakes winner at the fall DTASC Festival
- We have the first Army ROTC program in the High Desert.
- Our first fall club fair raised money for 30 clubs, complete with rock climbing, sumu wrestling, and bungee jumping,
- Marching band has won several awards in their first year of competition.
- We have created an after-school tutoring center, located in C-4, that is staffed two days each week and employs two college students who are also recent graduates from Hesperia High School.
- Highest turnout in the district for the PSAT, 370 students
- We are hosting the CSU Expository Reading and Writing Course training for Inland Empire English teachers.
- School Web Page and Ning site
- SSR program provides an opportunity to encourage reading for enjoyment.
- Accelerated Reader program is available with over 100,000 titles.
- Our student library usage rate is the highest in the district for books checked out, despite us having fewer books than any other secondary site.

Major School Needs: Develop a list of major school needs, focusing on student achievement.

1. We need to continue to build school pride and enthusiasm for students and for staff members.
2. We must continue to build staff unity through continued communication, collaboration, and staff development.
3. Additional training in the use of technology assisted instruction must be made available for all staff members.
4. It is absolutely necessary that we create a climate of academic focus.
5. Expansion of our student research offerings through electronic databases must be a priority.

6. We need to distinguish our programs and offerings from Hesperia High School as we tailor our services to our unique population.
7. We must continue to develop community connections and form partnerships with local businesses.

Signed: *Position:*

Please return your responses to:
David E. Brown, Ph.D., Executive Director
Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, CA 94010-2009