SELF-STUDY REPORT

MOJAVE HIGH SCHOOL
16633 Lemon Street
Hesperia Ca. 92345
(760) 948-3999

Ms. Lynn Hammer
Chair Person
Psychologist (Retired)

Mr. Justin Lauer
Member
Principal
Harris Newmark High School

Ms. Kay Palush
Member
Teacher (Retired)

Mr. Anthony Zegarra
Member
Principal
Columbus High School

February 26, 2017 - March 1, 2017
ACS WASC/CDE Focus On Learning Accreditation 2015 Manual
Hesperia Unified School District Board of Education

Marcy Kittinger, President
Niccole Childs, Vice President
Eric Swanson, Clerk
Ella “Lee” Rogers, Board Member
Cody Gregg, Board Member

Hesperia Unified School District Administration

David McLaughlin, Superintendent

David Olney, Deputy Superintendent, Innovative Technology and Communication.

Jovy Yankaskas, Assistant Superintendent of Educational Services
Dr. George Landon, Assistant Superintendent of Business Services
Karen Kelly-Pelayes, Assistant Superintendent of Personnel Services
Mojave High School Administration

Nate Lambdin, Principal

Olga Fisher, Assistant Principal

Alejandra Jaramillo, Counselor
Visiting Committee

Ms. Lynn Hammer, Psychologist (retired)

Mr. Justin Lauer, Principal Harris Newmark High School

Ms. Kay Palush, Teacher (retired)

Mr. Anthony Zegarra, Principal Columbus High School
MOJAVE STAFF

Aguirre, Glenda - Day Lead Custodian
Alba, Regina - Food Services
Alvarez, Evan - Computer Learning Specialist
Belton, Brett – Teacher
Caldwell, Jill - Career Center Specialist
Cortes-Ruiz, Silverio – Teacher
Elizondo Kelm, Ana - School Secretary
Espinoza, Angela - School Secretary
Finch, Austin – Teacher
Fisher, Bridget - Paraeducator
Fisher, Olga - Assistant Principal
Gaier, James – Teacher
Galindo, Lacey - Paraeducator
Geiger, Loretta – Teacher
Giacalone, Kim - ASB Bookkeeper
Gibbs, Erika - Admin Secretary
Gilkerson, Becky – Teacher
Griffith, Laura – Teacher
Hawkins, Debbie – Registrar
Hawthorne, Erin - Teacher (AILM)
Hodges, Jason – Teacher
Hoover, Martin – Teacher
Jaramillo, Alejandra – Counselor
Kirby, Carl – Teacher
Knight, January - Food Services
Kocharyn, Silvana - Paraeducator
Lambdin, Nate – Principal
Larabell, Melissa - Paraeducator WTP
Leese, Lorin - Paraeducator
Luviano, Luis - Campus Security
Medina, Claudia – Teacher
Melchor, Liliana - Program Specialist
Morales, Valerie - Attendance Specialist
Morel, Russell - Campus Security
Negrete, Jose - Paraeducator
Norman, Malcom - Teacher
Oyler, Shayla - Library Media Specialist
Porter, Walter - Campus Security
Puentes, Evlyn – Teacher
Sadach, Daniela - Paraeducator
Salisbury, Holly – Paraeducator
Sarratt, Joseph - Night Custodian
Shugard, Gregory - RSP Teacher
Stanfield, Jason - Campus Security
Taylor, Pennie - Food Service Manager
Viselli, Kelli - Counseling Assistant
von der Heide, Werner – Teacher
Whitmer, Daniel – Teacher
WASC Self-Study Leadership Team

Steering Committee
Austin Finch, Teacher
Erika Gibbs, Administrative Secretary
Laura Griffith, Teacher
Leslie McGhee, District Academic Coach
Malcolm Norman, Teacher
Werner von der Heide, Teacher
Walter Porter, Campus Assistant
Alejandra Jaramillo, Counselor
Nate Lambdin, Principal
Olga Fisher, Assistant Principal

Student/Community Profile
Martin Hoover
Brett Belton
Lacey Galindo
Silvana Kocharyn
Walter Porter
Erika Gibbs

Progress Report
Silver Cortes, Teacher
Bridget Fisher, Instructional Assistant
Tameshia Brooks, Instructional Assistant
Luis Luviano, Campus Assistant
Jill Caldwell, Career Center Specialist
Shayla Oyler, Library Media Specialist

Analysis of Profile Data And Progress
Evan Alvarez,
Laura Griffith, Teacher
Alejandra Jaramillo, Counselor
Erin Hawthorne, Teacher
Valerie Morales, Attendance Specialist
Jason Stanfield, Campus Assistant
Organization Vision & Purpose
Dan Whitmer, Teacher
Carl Kirby, Teacher
Lorin Leese, Instructional Assistant
Ron Howard, Day Lead Custodian
Lilian Melchor, Program Specialist
Evlyn Puentes, Teacher

Curriculum
Claudia Medina, Teacher
Werner von der Heide, Teacher
Jose Negrete, Instructional Assistant
Melissa Larabell, Instructional Assistant
Nate Lambdin, Principal
Glenda Aguirre, Day Custodian

Instruction
Jason Hodges, Teacher
James Gaier, Teacher
Daniel Sadach, Instructional Assistant
Debbie Hawkins, Registrar
Olga Fisher, Assistant Principal

Assessment & Accountability
Greg Shugard, Teacher
Malcolm Norman, Teacher
Kim Giacalone, ASB Booker
Angela Espinoza, Secretary

School Culture
Austin Finch, Teacher
Lori Geiger, Teacher
Ana Elizondo Kelm, Secretary
Kelli Viselli, Guidance Counselor Assistant
Holly Salisbury, Instructional Assistant
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INTRODUCTION

Mojave High School is pleased to welcome the Western Association of Schools and Colleges’ (WASC) visiting committee. The timing couldn’t be any better as we celebrate our 30th year serving the Hesperia community. The student-centered staff at Mojave High School approaches the WASC visit as opportunity to showcase the multiple programs that truly make a difference in our student’s lives. We take the most pride in the day-to-day process of assisting struggling, underperforming, credit-deficient students who often harbor low self-esteem. The programs under the Mojave High School umbrella graduated over 200 students last year—a significant achievement for a school of approximately 300.

The Mojave High School staff intensely cares about students and it shows. Every teacher has high expectations for their classes, and the administration has the same expectations for students. Students are expected to see school as a job, and should bring a professional attitude everyday. Teachers push their students to do their best, and teachers acknowledge the positive efforts of the students. The entire staff is very respectful of our students, and everyone treats the students in a professional, caring manner. Students respond well to us, and learn to trust the school. Perhaps the best indicator that students value the school is that although every student could return to their home school if they are successful here, rarely does a student ever return to their previous school—they graduate from Mojave!

At Mojave High School, what you did in the past is in the past—it is what you are doing now for yourself that matters.

We hope you enjoy your visit. Mojave has a unique place in the district. Mojave High School welcomes the WASC Visiting Committee and for four days you will be part of our family, and we hope that this will be a pleasant and profitable experience for you. We know it will be for us.
PREFACE

Mojave High School is pleased to welcome the Western Association of Schools and Colleges’ (WASC) visiting committee. The timing couldn’t be any better as we celebrate our 30th year serving the Hesperia community. The student-centered staff at Mojave High School approaches the WASC visit as opportunity to showcase the multiple programs that truly make a difference in our student’s lives.

Visiting committee members will be on a three-day journey where they will likely discover a positive school culture where student success is at the core. It will be more than obvious that relationship building is foundational and that Mojave’s staff is committed to making every student feel valued while instilling a belief that all students can be successful. From the moment a student enrolls, he or she becomes aware of how important they are.

The WASC process has been ongoing since our last full accreditation in 2011. With the first LCAP template, the Mojave High School Leadership Team began the process to align the LCAP goals, services, and actions with the self-study, which would be completed by the end of 2016. The Mojave High School Leadership Team reviewed previous WASC action plans in an effort to align the LCAP and this current WASC action plan. In addition, through a comprehensive and inclusive process

The Local Control Accountability Plan (LCAP) is a focal point for Mojave High School, and the information contained within the plan has been integrated throughout the self-study process. The goals, actions, and services in the LCAP are targeted toward students being college, career, and life ready. Consequently, the WASC Schoolwide Learner Outcomes were revised to better align with the LCAP goals.

At the beginning of 2015, members of the Mojave High School Leadership Team were assigned chapters in the self-study and categories from Chapter 4. From April 2015 through October 2016, each principal coordinated staff focus groups with credentialed and classified personnel to gather input for each prompt in Categories A through E. Leadership team members then met to consolidate the input and create drafts of each chapter. These drafts were discussed and revised at Leadership Team meetings from June 2016 through January 2017.

Students and parents also had a voice in the self-study process. During parent events, via telephone conversations, and at school functions, discussions were held regarding Mojave High School educational program. In addition, surveys were distributed to parents and students to seek their input. The questions within these surveys were aligned to the critical learning needs that are addressed in the LCAP. Survey results are included in this WASC self-study.

While the Mojave High School Leadership Team was instrumental in the development of the self-study, it was the input and ongoing efforts of credentialed and classified staff, parents, and students that made the self-study process possible. Therefore, this document is truly a reflection of the Mojave High School program’s strengths and needs from the
perspective of all parties. The self-study truly accomplished the objective of looking at our entire Mojave High School program and evaluating the impact on student achievement. The curriculum, instruction, additional supports to students, Title I services, EL services, student assessment data, Safe Schools services, the organizational structure, and progress from the last WASC visit were all aspects that were reviewed, discussed, and analyzed.
SCHOOL PROFILE

The city of Hesperia is a suburban community in an area known as the High Desert. Hesperia is a commuter city of 93,295 residents with a median income of $44,472 and a median housing price of $148,700. Although the first building was constructed in 1857, the city did not incorporate until 1988. Hesperia covers approximately 72 square miles with residential, commercial and industrial zoned property at prices comparatively lower than elsewhere in Southern California. As the largest employer in the High Desert, Hesperia Unified School District serves over 21,650 students in 25 schools from Pre-K to 12th. Hesperia is located close to Interstate 15, Highways 395 and 138, in the central section of the Victor Valley between the desert and the mountains. Hesperia is 35 miles from San Bernardino, less than 90 miles from Los Angeles and 195 miles from Las Vegas. The growth of small businesses in the community combined with relatively lower real estate prices, a rural environment with urban characteristics, and proximity to the major job centers in Los Angeles, Orange, Riverside and San Bernardino counties has helped increase the population. The community has been hit by the financial turmoil that has resonated throughout the country with an estimated 25% of the population living below the federal poverty line.

Mojave High School (MHS) with an enrollment of 300-plus students is one of two continuation high schools for the district. Hesperia consists of three comprehensive high schools, one independent study K-12 school, one junior high school, two middle schools, one community day school, 15 elementary schools, and an adult school.

MISSION

Building foundations for the future.

VISION

At Mojave High School, students and their needs are placed at the core of the educational process. Our alternative program helps all students develop academic competence and the skills necessary to become contributing members of our democratic society.

GOALS

GOAL #1:  Increase Rigor

GOAL #2:  Improve student attendance and performance through a systematic process of data analysis to drive instructional classroom pedagogy and curriculum

GOAL #3:  Safe & Healthy Learning Environment
SCHOOLWIDE LEARNER OUTCOMES

Students at Mojave High School will get the FACTS in preparation for college, careers, and life:

Foundation
Achievement
Character
Transition
Skills

Mojave is fortunate to have several community groups that support students with scholarships, grad night funding, cap and gown packages, clothing, eyeglasses, and groceries. Some supporters include Kiwanis, Rotary Club, School’s First Federal Credit Union, Elks Club, Hesperia Leisure League, Lions Club, and local churches. In addition, Mojave students participate in the Workforce Investment Opportunities Act (WIOA).
ENROLLMENT

Total Enrollment

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>357</td>
</tr>
<tr>
<td>2011-2012</td>
<td>266</td>
</tr>
<tr>
<td>2012-2013</td>
<td>306</td>
</tr>
<tr>
<td>2013-2014</td>
<td>313</td>
</tr>
<tr>
<td>2014-2015</td>
<td>303</td>
</tr>
<tr>
<td>2015-2016</td>
<td>310</td>
</tr>
</tbody>
</table>

Mojave’s enrolment has been fairly consistent throughout the last several years as evident from the CBEDS (California Basic Educational Data System) data.

Socioeconomically Disadvantaged

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF STUDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>130</td>
<td>48.5%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>131</td>
<td>49.2%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>254</td>
<td>83.0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>257</td>
<td>82.1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>252</td>
<td>83.2%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>271</td>
<td>87.4%</td>
</tr>
</tbody>
</table>
The socioeconomically disadvantaged percentage has been significantly climbing over the past few years.

**Enrollment by Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.6%</td>
<td>0</td>
<td>0</td>
<td>0.6%</td>
<td>0.3%</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.3%</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.8%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69.5%</td>
<td>69.2%</td>
<td>65.7%</td>
<td>72.2%</td>
<td>65.7%</td>
<td>74.0%</td>
</tr>
<tr>
<td>African American</td>
<td>8.1%</td>
<td>6.8%</td>
<td>13.4%</td>
<td>9.3%</td>
<td>8.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>19.6%</td>
<td>22.6%</td>
<td>18.3%</td>
<td>16.3%</td>
<td>23.4%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0.3%</td>
<td>0.4%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0.8%</td>
<td>0.3%</td>
<td>0.7%</td>
<td>0.3%</td>
<td>1.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

The ethnic distribution has changed over the years due to growth in the community.

**English Language Learners**
### Mojave High School vs. Hesperia USD: English Language Learners

<table>
<thead>
<tr>
<th>Year</th>
<th>Mojave High School</th>
<th>Hesperia USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>15.7%</td>
<td>14.8%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>14.9%</td>
<td>12.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>14.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>15.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>17.6%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

The majority of EL students speak Spanish as reported on their home language survey for the 2015-16 school year.
Parent Education Level (2015-2016)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>23.7%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>35.6%</td>
</tr>
<tr>
<td>Some College</td>
<td>19.3%</td>
</tr>
<tr>
<td>College Graduate</td>
<td>7.4%</td>
</tr>
<tr>
<td>Bachelor’s Degree and higher</td>
<td>2.9%</td>
</tr>
<tr>
<td>Declined to State</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

As reported by the CDE for the 2015-16 school year, there is a low parent education level in our school community.
### Truancy & Mobility Rate

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>357</td>
<td>266</td>
<td>306</td>
<td>313</td>
<td>303</td>
<td>310</td>
</tr>
<tr>
<td>Mobility Rate</td>
<td>370%</td>
<td>285%</td>
<td>328%</td>
<td>312%</td>
<td>318%</td>
<td>298%</td>
</tr>
<tr>
<td>Cumulative Enrollment</td>
<td>---</td>
<td>509</td>
<td>609</td>
<td>572</td>
<td>585</td>
<td>573</td>
</tr>
<tr>
<td>Truant Students</td>
<td>55</td>
<td>426</td>
<td>195</td>
<td>103</td>
<td>216</td>
<td>185</td>
</tr>
<tr>
<td>Truancy Rates</td>
<td>15.4%</td>
<td>83.7%</td>
<td>32.0%</td>
<td>18.0%</td>
<td>36.9%</td>
<td>28%</td>
</tr>
<tr>
<td>ADA</td>
<td>90.6%</td>
<td>80%</td>
<td>89%</td>
<td>75.4%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

While Mojave High School has a relatively low truancy for an alternative schools, the reporting of truancies is not standardized across the district. To address the inconsistencies the district implemented an automated system for the issuing of truancy letters and school attendance review board sanctions. Mojave High School is actively attempting to recover student attendance with the new implementation of Saturday school, which clears absences by having students engaged in a variety of instructional activities.
## Discipline

### Suspension by Code for Mojave High School

No data available for 2010-11

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Sexual Harassment</td>
<td>48900.2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed an act of Hate Violence</td>
<td>48900.3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Harassment or Intimidation</td>
<td>48900.4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Made Terrorist Threats</td>
<td>48900.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Caused, Attempted or Threatened Physical Injury</td>
<td>48900a(1)</td>
<td>47</td>
<td>59</td>
<td>68</td>
<td>55</td>
</tr>
<tr>
<td>Used Force or Violence</td>
<td>48900a(2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Possession, Sale, Furnishing a Firearm or Knife</td>
<td>48900b</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>48900c</td>
<td>18</td>
<td>27</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Offering, arranging, or negotiating sale of controlled substance, alcohol, intoxicants</td>
<td>48900d</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed or Attempted to Commit Robbery or Extortion</td>
<td>48900e</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Property Damage</td>
<td>48900f</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Property Theft</td>
<td>48900g</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Possession or Use of Tobacco Products</td>
<td>48900h</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Obscene Acts, Profanity, and Vulgarity</td>
<td>48900i</td>
<td>66</td>
<td>65</td>
<td>38</td>
<td>30</td>
</tr>
<tr>
<td>Offering, Arranging, or Negotiating Sale of Drug Paraphernalia</td>
<td>48900j</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disruption, Defiance</td>
<td>48900k</td>
<td>219</td>
<td>189</td>
<td>87</td>
<td>62</td>
</tr>
<tr>
<td>Bullying</td>
<td>48900r</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aided or Abetted Physical Injury</td>
<td>48900t</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Caused Physical Injury</td>
<td>48915a(1)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Possession of a Knife or Dangerous Object</td>
<td>48915a(2)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL SUSPENSIONS** | 218 | 214 | 179 | 123 | 132
At Mojave High School the number of suspension have significantly declined over the last several years. Particularly suspensions under 48900k (disruption/defiance) and 48900i (obscenity/profanity) have been seen the biggest decline.

**Expulsion by Code for Mojave High School**

Information from the California Department of Education is omitted when there are ten or fewer students who are expelled by offense. There was no usable data on Mojave High School due to these privacy concerns.
<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Census Enrollment</th>
<th>Cum. Enrollment</th>
<th>Susp. Students</th>
<th>Suspension Rate</th>
<th>Expelled Students</th>
<th>Expulsion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>MHS</td>
<td>266</td>
<td>509</td>
<td>122</td>
<td>24.0%</td>
<td>6</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td>HUSD</td>
<td>23,444</td>
<td>26,357</td>
<td>2,372</td>
<td>9.0</td>
<td>134</td>
<td>0.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>MHS</td>
<td>306</td>
<td>609</td>
<td>113</td>
<td>18.6%</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>HUSD</td>
<td>23,448</td>
<td>26,125</td>
<td>1,723</td>
<td>6.6%</td>
<td>55</td>
<td>0.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>MHS</td>
<td>313</td>
<td>572</td>
<td>97</td>
<td>17.0%</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>HUSD</td>
<td>23,528</td>
<td>26,457</td>
<td>1,568</td>
<td>5.9%</td>
<td>79</td>
<td>0.3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>MHS</td>
<td>303</td>
<td>585</td>
<td>76</td>
<td>13.0%</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>HUSD</td>
<td>23,735</td>
<td>26,825</td>
<td>1,490</td>
<td>5.6%</td>
<td>101</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

As a school site we have experienced a trend of declining suspensions the same trend is reflected throughout the district.
Graduation & Dropout Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>79.8%</td>
<td>82.5%</td>
<td>83.2%</td>
<td>87.1%</td>
<td>87.2%</td>
<td></td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>13.8%</td>
<td>11.1%</td>
<td>9.7%</td>
<td>7.6%</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>

The dropout rate reported by the CDE, does not accurately and consistently take into consideration students that transfer out of Mojave to Shadow Ridge, Adult Education, and back to the traditional high school.
ACADEMIC PERFORMANCE

As the CST and CAHSEE sunsets and Mojave looks toward the SBAC assessments, the data available to the school at this time is possibly too old to be relevant to the current student population. The statistical significance of the majority of external data, such as CST or CAHSEE, is of limited use due to the high mobility rate and the low number of students. Understanding this challenge, Mojave teachers explore other measures to evaluate student learning. In order to address the critical learner needs of technology, culture, and data, Mojave is pursuing alternative data sources that can be used to indicate progress toward an increase in college- and career-readiness. These may include, but are not limited to, formal and informal assessments, internal assessments, district assessments, and, as well as quantitative and qualitative analysis of student credit production.

API

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>638</td>
<td>515</td>
<td>554</td>
<td>526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>499</td>
<td>577</td>
<td>506</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>607</td>
<td>N/A</td>
<td>524</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Socioeconomically Disadvantaged | N/A | 504 | 541 | 527 |      |      |
| English Learners             | N/A | 533 | 547 | 497 |      |      |
| Students with Disabilities   | N/A | 379 | N/A | N/A |      |      |

With so few valid scores it is impossible to get a clear picture of the AYP growth from year-to-year. Mojave High School continues to struggle with the mobility rate. In 2012-2013 school year Mojave experienced a decline in mobility rate reaching only 297%, which is down from 315% from two years ago. With a continuous enrollment throughout the year, many students return to their home school following the winter break.
CAASPP

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>OVERALL ACHIEVEMENT</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Enrolled</td>
<td>166</td>
<td>164</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>148</td>
<td>138</td>
</tr>
<tr>
<td>Number of Students with Scores</td>
<td>148</td>
<td>137</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>63%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as, classroom assignments and grades, classrooms tests, formal and informal assessments, report cards, credit production rate, and teacher feedback.
California students are falling short of state learning targets and are not on track to succeed in college. The results show our starting point. Mojave staff encourages students to take the test serious. However, many students need to make more progress on their academic achievement. Although all stakeholders at Mojave High School would wish for higher results/scores, these percentages represent a baseline score and will improve in the years to come as adjustments are made to instruction to correlate with state standards.

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Standard</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>At or Near Standard</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Below Standard</td>
<td>53%</td>
<td>52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Standard</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>At or Near Standard</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Below Standard</td>
<td>66%</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Standard</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>At or Near Standard</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>Below Standard</td>
<td>54%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Based on the CAASPP, English Language Arts results, about 85% of 11th grade Mojave High School students participated in the SBAC/ELA assessment. Reported results indicate 11% of students met or exceeded the standard, 32% nearly met the standard and 42% not met.

After analyzing the Area Achievement Levels Descriptors Mojave staff was able to conclude the following:

**READING** -- 48% of Mojave students are above or near the standard

**WRITING** -- 35% of Mojave students are above or near the standard

**LISTENING** -- 55% of Mojave students are above or near the standard

**RESEARCH/INQUIRY** -- 59% of Mojave students are above or near the standard

**Mathematics**

<table>
<thead>
<tr>
<th>OVERALL ACHIEVEMENT</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Enrolled</td>
<td>166</td>
<td>163</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>148</td>
<td>136</td>
</tr>
<tr>
<td>Number of Students with Scores</td>
<td>148</td>
<td>130</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>97%</td>
<td>93%</td>
</tr>
</tbody>
</table>
The testing is designed to provide a more detailed and accurate snapshot of achievement. Students are given questions that require deeper thinking about a theme in literature, or about the concepts of algebra/geometry. They get more or less difficult based on which ones a student answers correctly, and in theory no two students will be presented with exactly the same test. The test also requires some written answers, in addition to the more familiar multiple-choice format.

Based on CAASPP Mathematics results, 83% of 11th grade Mojave High School students participated in the SBAC/Math assessment. The Mathematics results indicate that 0% of students met or exceeded the standard, 7% nearly met the standard and 93% did not meet the proposed standard.
After analyzing the Area Achievement Levels Descriptors Mojave staff was able to conclude the following:

CONCEPTS & PROCEDURES -- 7% of Mojave students are above or near the standard

PROBLEM SOLVING & MODELING/DATA ANALYSIS -- 26% of Mojave students are above or near the standard

COMMUNICATING/REASONING -- 40% of Mojave students are above or near the standard

Although Mojave students are performing significantly below the comprehensive high schools. Mojave Staff is working together to provide more individualized learning for each of our student, addressing students individual needs. We feel that the results and percentages are not at an acceptable level, we do understand that these scores are a baseline.
### CST SCIENCE (Grade 10)

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>0%</td>
<td>3.0%</td>
<td>32.0%</td>
<td>32.0%</td>
<td>32.0%</td>
</tr>
<tr>
<td>2014</td>
<td>0%</td>
<td>7.0%</td>
<td>27.0%</td>
<td>13.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>2013</td>
<td>2%</td>
<td>5%</td>
<td>22%</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>2012</td>
<td>0%</td>
<td>6%</td>
<td>39%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>2011</td>
<td>4%</td>
<td>5%</td>
<td>40%</td>
<td>18%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Mojave High School has observed more students score in the middle of the bands. While Mojave High School could claim this as a significant change, analysis of student mobility indicates that the performance is more closely tied to the comprehensive school that the student came from.
### CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

<table>
<thead>
<tr>
<th></th>
<th>Total Tested</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>46</td>
<td>11.0%</td>
<td>37.0%</td>
<td>37.0%</td>
<td>7.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>60</td>
<td>18.0%</td>
<td>37.0%</td>
<td>33.0%</td>
<td>8.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>49</td>
<td>12.0%</td>
<td>45.0%</td>
<td>39.0%</td>
<td>0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>47</td>
<td>6.0%</td>
<td>32.0%</td>
<td>47.0%</td>
<td>13.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>44</td>
<td>9.0%</td>
<td>32.0%</td>
<td>48.0%</td>
<td>11.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>74</td>
<td>8.0%</td>
<td>30.0%</td>
<td>42.0%</td>
<td>15.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Mojave High School CELDT data reports that 46 students participated in the CELDT exam. The staff at Mojave High School continues to work hard to provide students with the skills and knowledge needed to earn reclassification. Over 85% of all students tested earned scores of Intermediate or higher. Only 9% of students scored the Beginning range. Current CELDT testing results indicate that further progress is needed in students advancing toward proficiency and designated growth targets. Interventions have been implemented and are making an impact in the area of proficiency and student progress toward targeted goals. From its inception, the EL Task Force has made significant changes that have led to progress toward EL student proficiency through the following actions: Teacher training, increased parent knowledge and awareness of EL strategies and methods, purchase additional instructional materials designed to help and enhance the EL/ELD curriculum with emphasis in the area of (English and Math) and increase EL/ELD support.
CAHSEE Pass Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>35%</td>
<td>38%</td>
<td>63%</td>
<td>50%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>33%</td>
<td>41%</td>
<td>61%</td>
<td>63%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>HUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>77%</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>77%</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

From the last full WASC accreditation (2011) to 2014 Mojave High School staff recognized the importance of passing the CAHSEE not only as a requirement for graduation, but as an essential component to prepare students for the 21st century. Due to the change in academic standards, Senate Bill 172 (Liu) was signed by the Governor to suspend the administration of the CAHSEE and the requirement that students pass the CAHSEE to receive a high school diploma for the 2015–16, 2016–17, and 2017–18 school years. Most students entering MHS come with below proficient skills and are severely lacking graduation credits. Acknowledging and understanding the challenges students face, staff closely analyzes credits and data to develop programs and strategies that target students to meet the necessary graduation requirements.

**STUDENT ACTIVITY**

**Clubs**

- ASB
- Christian Club
- Athletic Clubs
- Photo & Art Club
- Robotics
- Engineering

**Sports (all co-ed)**

- Softball
- Football
- Soccer
### Staff Profile (2016-2017)

#### TEACHERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Highly Qualified</td>
<td>Yes</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Education Level</td>
<td>Bachelors</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Hispanic</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Declined to State</td>
<td></td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL TEACHERS</strong></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

#### CLASSIFIED

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>72.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>28.0%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Hispanic</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CLASSIFIED</strong></td>
<td></td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

#### ADMIN

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>66.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>33.0%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Hispanic</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ADMIN AND COUNSELOR</strong></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DESCRIPTIONS OF THE SAFETY CONDITIONS, CLEANLINESS, AND ADEQUACY OF SCHOOL FACILITIES

Mojave meets the Williams Act requirements and passes all Safety Inspections.

Original school facilities were built in 1990; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff.

According to the 2015-2016 MHS Survey, 100% of staff members, 86% of parents, and 86% of students agree that MHS provides a safe and secure environment for all students. 89% of responding students said they feel safe at Mojave, while 93% of parents said their children feel safe here. 83% of staff members, 87% of parents, and 92% of Mojave students agree that the buildings, classrooms, and school grounds are neat, clean, and inviting.

Special Programs that fall under Mojave High School umbrella:

- WIOA
- SPED - AIIM
- ROP/CTE - Dentistry, Cosmetology, Office Management
- RtI
- Summer Intercession
- Odyssey
- Work Experience
- Bridge/Concurrent Enrollment VVC
- LCAP
- Saturday Academy
- WTP
- HDAAA Athletic Conference
- Auto Engineering Program
- Robotics
SCHOOL FACILITIES

Mojave High provides a safe clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1990; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. The campus is comprised of:

Acreage = 4 acres
Square Footage = 19,396 square feet
Number of Permanent Classrooms = 4
Number of Portable Classrooms = 13
Number of Restrooms (student use) = 4 sets
Computer Lab = 2
Cafeteria/Multipurpose Room = 1
Counseling Center = 1
Resource Room = 1
ROP Classroom = 1
Physical Education/Weight Room = 1
Staff Work Room = 1

CAMPUS SUPERVISION

Five campus aides and school administrators supervise students as they enter the campus each morning. Once students arrive, they may not leave at any time during the school day except in case of an emergency or with prior administrative approval. The campus aides and administrators monitor behavior while students travel from class to class, during the nutrition, and lunch periods. Students who are attending classes at the Adult Education Center (located adjacent to Mojave High) are escorted as a group by campus assistants. When students are released for the day, five campus aides and administrators ensure students leave campus safely. The district’s police department coordinates with Mojave High in order to maintain a safe, secure, and peaceful campus. A full-time police officer is assigned to MHS. Additional officers are available to help students with problems involving family, drugs, and personal issues. Any student who commits a serious violation, i.e., fighting is subject to arrest, citation, and referral to the Juvenile Probation Office.

CAMPUS MAINTENANCE
The custodial staff and district’s Maintenance & Operations department work together to ensure that classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The cabinet meets weekly with custodians to discuss cleaning schedules, processes, custodial needs, maintenance issues and special projects; hand-held radios enhance two-way communication efforts and help facilitate an immediate response to urgent situations.

Mojave High’s custodial staff is comprised of one full-time lead custodian and one part-time evening custodian. Every morning before school begins, the lead custodian inspects facilities for safety hazards, graffiti, or other conditions that need attention prior to students and staff entering school grounds. As part of the regular duties, the custodian ensures campus grounds, restrooms, classrooms, and office areas are kept clean throughout the school day. The evening custodian cleans restrooms and campus childcare facilities. When necessary, the lead custodian sets up and takes down furniture and equipment for afternoon and evening events.

Mojave High works closely with the district’s Maintenance and Operations (M & O) department for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Mojave High took place on December 7, 2016. The Maintenance and Operations department employs a work order process that enables Mojave High to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.
### School Facility Repair Status (School Year 2015-16)

**Year and month in which data were collected:** June 30, 2016

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td><strong>Systems:</strong></td>
<td></td>
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<tr>
<td>Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>[X]</td>
<td>[ ]</td>
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<tr>
<td><strong>Interior:</strong></td>
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<tr>
<td>Interior Surfaces</td>
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<td>[ ]</td>
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<tr>
<td><strong>Cleanliness:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Overall Cleanliness, Pest/Vermin Infestation</td>
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<td>[ ]</td>
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<tr>
<td><strong>Electrical:</strong></td>
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<tr>
<td>Electrical</td>
<td>[X]</td>
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</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong></td>
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<tr>
<td>Restrooms. Sink/Fountains</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Safety:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Safety, Hazardous Materials</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>Structural:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Damage, Roofs</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td><strong>External:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>[X]</td>
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</table>
The most significant change or development since the spring 2011 visit has been the formation PLCs. Since its inception in the fall of 2011, PLC's has been a driving force for clarifying exactly what students are to learn and by monitoring each student’s progress within a timely basis. Mojave High School's administration worked successfully with a task force of committed teachers to build support for PLC which has helped determine professional development and master schedule change. Thus, a schoolwide common prep period was instituted. The master schedule was built to provide daily common preparation periods with an emphasis on cross-curricular collaboration. PLC collaboration time allows for sharing best practices and analyzing formal and informal assessment data to determine mastery of standards and create units of study.

With the belief that PLCs create an intensive focus on student learning, teacher collaboration has allowed for an easier transition with CCSS, 21st century skills, and an action plan for intervention. In 2013, the implementation of the Response to Intervention program (RtI) was established to address the needs of “below grade level” students. Students who are not making adequate progress in the regular classroom (Tier 1) are provided with increasingly intensive instruction (Tier 2) matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions with a change of placement (Tier 3).

Mojave High School excels in providing students with a caring and supportive environment, FACTS goals have helped focus teacher collaboration where a more rigorous and relevant curriculum has shifted to a more academically-driven culture. The PLC process, CCSS shift, and master schedule change allows teachers to use student achievement data such as common formative assessment, end of unit evaluation, and unit production to drive the instructional decision making and differentiation of practices in the classroom. Untimely, these changes have demonstrated that students are earning more units, attending all classes, and with increased engagement student discipline is down.

**WASC Action Goal #1 (Collaboration)**

The instructional staff is encouraged to reexamine course outline and subject area rubrics, formative assessments and alternative assessment strategies, and demonstration of mastery.

The Hesperia Unified School District began a program of common pacing and assessment over ten years ago. Teachers from each site were brought together to write the single assessment questions for their respective academic disciplines. Each core department utilized single assessments and the term grades to as necessary to determine student competency. Departments meet regularly during Collaboration Wednesdays in order to
analyze assessment data, review power standards, plan lessons, and adjust instruction to meet the diverse needs of students.

Beginning in 2011, Hesperia Unified School District began to reassess its use of the benchmarks and pacing plans in light of transitioning to the national CCSS. The Professional Learning Communities (PLC) process began to take hold in campuses throughout district, providing school sites the autonomy and creativity to develop learning targets that took advantage of the formative assessment paradigm change. Currently, PLC teams are “unpacking” the essential standards, generating pacing guides, and developing unit plans with common formative assessments, in an effort to better prepare students for college and career readiness.

For the 2012-13 school year, the district provided single assessments and pacing guides for core classes. For the 2013-14 school year, greater autonomy is being granted to the school sites to develop their own assessments and pacing. The tests will be designed for constructed responses, project-based components, and have cross-curricular connections.

At Mojave, data is constantly evaluated to target specific students for specific remediation. The school remediation programs, from Saturday Academy to mandatory RtI, are data driven from identification, through monitoring, and completion to move onto the next course. The data disaggregation program, although changed from DataDirector to Illuminate allows teachers, counselors, and administrators complete access to student data in order to facilitate the greatest learning needs of all students. With the continued implementation of PLC’s, teachers use common formative, summative, and single assessments to drive instructional decisions. Units of study are being created, implemented, and discussed during collaboration time to reflect on student implications and instructional practices which focus on intervention, remediation, enrichment, and extension. Mojave High School has developed an assortment of shared rubrics. A writing rubric was established and shared to help measure effectiveness of interventions.

As a result of data analysis and collaboration through PLC, Mojave staff has configured a new master schedule which allows for intervention courses for all students who have ate struggling. In addressing literacy, the new master schedule reflects grade specific courses in English which were previously "chunked" into 9th/10th and 11th/12th grade. Shifting to single grade level courses, Mojave’s English teachers focus on grade specific skills and scaffold accordingly to better support students’ diverse needs. In regard to our Special Needs population, SPED students are mainstreamed into regular courses of study to receive rigorous and meaningful instruction, while also receiving support from instructional assistants and special education teachers. Units of study have played on important role in reexamining course outlines to align with CCSS.
WASC Action Goal #2 (Professional Development)
The school leadership and instructional staff is encouraged to seek out professional development in instructional technology, meaningful student driven cross curricular collaboration that allows for sharing best practices, & formative assessments and alternative assessment strategies, and to develop processes and procedures to systematically analyze formal and informal assessment data to determine mastery of standards.

Over the past three years school leadership and instructional staff had participated in various professional development opportunities, workshops, and seminars. The most effective professional development has engaged teams of teachers to address the needs of their students. MHS staff learns and problem solves together in order to ensure all students achieve success. As the District transitions to the new state standards, it is increasingly vital that the staff continue to develop a deeper understanding of learning and apply it to the classroom practices.

Administrators, teachers, and the district understand what is necessary for successful professional development. Using a site-based management protocol, Mojave High School has opportunities to participate in professional development based on the site needs. The main focus and priority is on College/Career Readiness, Data Driven Decision Making/Student Achievement, Quality Teaching, and Effective Leadership. The following is a chart of Professional development that Mojave staff has been involved in:

<table>
<thead>
<tr>
<th>College/Career Readiness</th>
<th>21st Century Learning/4 C’s</th>
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<tbody>
<tr>
<td></td>
<td>Career Tech Ed (CTE)</td>
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<td></td>
<td>Regional Occupational Programs (ROP)</td>
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<td></td>
<td>Coaching</td>
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<td></td>
<td>Partnership with colleges/universities, business, and family</td>
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<td></td>
<td>Bridge Program with Victor Valley College</td>
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<td></td>
<td>San Bernardino Medal of Honor Character Development Program</td>
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<td></td>
<td>Training</td>
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<tr>
<td>Data-Decision Making/Student Achievement</td>
<td>PLC</td>
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<td></td>
<td>Illuminate</td>
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<td></td>
<td>Infinite Campus</td>
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<td>Common Formative Assessment</td>
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<td>Single Assessment</td>
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<td></td>
<td>SPSA</td>
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<td></td>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
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<td></td>
<td>Summative Assessments</td>
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<td>Project-based Learning</td>
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<table>
<thead>
<tr>
<th>Quality Teaching</th>
<th>PLC</th>
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<tr>
<td></td>
<td>Evaluation Process</td>
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<td></td>
<td>CCSS</td>
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<td>21st Century Learning/4 C's</td>
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<td></td>
<td>Coaching</td>
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<td></td>
<td>Differentiation</td>
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<td>Variety of Strategies</td>
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<td>Levels of Questioning</td>
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<td>Rigor/Relevance</td>
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<td>Depth of Knowledge</td>
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<td>Units of Study</td>
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<tr>
<td></td>
<td>Career Tech Ed</td>
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<td></td>
<td>English Language Development/SIOP</td>
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<td></td>
<td>Collaboration Wednesday to discuss best practices, analyze data, and use results for instruction.</td>
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<td></td>
<td>CART #1 - CCSS and PLC</td>
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<td>CART #2 – Units of Study</td>
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<td>CART #3 – Assessments</td>
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<td>CART #4 – Smarter Balanced Assessment Consortium (SBAC)</td>
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<td>CART #5 – Subject Literacy</td>
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<td>Plugged In, Empowering Today’s Student, Tomorrow’s World.</td>
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<td>California League of Schools Annual Conference</td>
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<td>Access for Excellence for Students of Color</td>
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<td>Web IEP Training</td>
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<td>CABE Conference</td>
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<td>CWA Youth Conference</td>
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<td>Drug Impairment Training</td>
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<td>CMC South Common Core Mathematics</td>
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<td>CWA Youth Conference</td>
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<td>RCOE Environmental History and Social Science Workshop</td>
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<td>National Association of Workforce Development Youth Symposium.</td>
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<td></td>
<td>California Workforce Association Meeting of the Minds</td>
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<td>Google Training</td>
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<td></td>
<td>Plugged-In (District offered training)</td>
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<td></td>
<td>CA STEM Symposium</td>
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<td></td>
<td>One-on-one and whole staff Infinite Campus Training</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Leadership</th>
<th>PLC</th>
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<tbody>
<tr>
<td></td>
<td>Site-based Management</td>
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<td></td>
<td>SPSA</td>
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<tr>
<td></td>
<td>Strategic Planning Committee</td>
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<td></td>
<td>Depth of Knowledge</td>
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<td></td>
<td>Rigor/Relevance</td>
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<td></td>
<td>Units of Study</td>
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Knowing that a schoolwide system of interventions requires a collaborative culture, it became quite evident after our spring 2011 visitation that it was imperative for teachers to be provided with time to meet during their contractual day in order to accomplish meaningful student-driven cross-curricular collaboration that allows for sharing best practices. The issue of finding time for collaboration has been addressed effectively by the administration--in conjunction with the Leadership Team--and has been implemented in phases since the 2011 visit. The initial step of building a Professional Learning Community (PLC) was set into action during the 2011-12 school year. The goal at hand was to create a structure to support collaboration to help more students achieve at higher levels. Understanding that developing a collaborative culture won't necessarily be effective unless there is a focus that drives its purpose. The PLC team has agreed that the four questions that will drive the work of the PLC are:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students don’t learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Although this is a “work in progress,” the school-wide PLC has moved from meeting weekly to nearly every day. Working collaboratively to achieve student success. The second phase began during the 2012-13 school year with the implementation of a school-wide common preparation period. The master schedule was built to provide daily common preparation periods. One day weekly is devoted to collaborative planning.

The third phase was the implementation of the Response to Intervention program (RtI). Students who are not making adequate progress in the regular classroom (Tier 1) are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention. These services and interventions (Tier 2) are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3, as an additional class to the student's schedule (Tier 3 has a maximum of 3 students per class).
WASC Action Goal #3 (RtI)

The school leadership and instructional staff is encouraged to seek out research based interventions and other interventions to identify students in academic, socio-emotional and remediation (EL).

Mojave High School’s diverse population has necessitated a broader approach to education. Socio-emotional interventions are also an important part of the Mojave experience. Using the PLC model, staff conducts a Student Study Team (SST) where student performance, discipline, attendance, and special needs are a focus. Those students who are struggling are reviewed by staff and relevant information is exchanged which provides interventions to support student educational development and help provide emotional support to “at-risk” students. The Mojave High School’s staff is a caring and supportive group who are able to offer academic support along with a safe environment of caring mentors.

School leadership and instructional staff sought research-based interventions. Mojave High School is concentrating on Response to Intervention (RtI), and character based literature (CBL) which provides additional academic support to a Response to Intervention (RtI) period. Students who are not earning the necessary credit to be successful in the previous school week are referred for the RtI period. The RtI time provides supplementary instruction to help students to continue to be successful at Mojave High School.

To go with our motto, "No student shall fail," we have implemented RtI in all core subjects. Each core teacher has the duty of identifying at risk students, those students are mandated to attend the RtI program until there is a significant improvement in the unit of study. Teachers communicate with parents on weekly basis to report timely student progress and available interventions.

Four days a week for 15 minutes a day all staff and students participate in a schoolwide Character Based Literacy Program (CBL). Every classroom, regardless of the subject, has a classroom set of books. Teachers are provided with an audio version of the book so students have the opportunity to hear the book read to them as they follow along. With the high Hispanic population and EL learners the CBL novels are strategically selected to meet the needs and diversity of that large population.

The administration has established, maintained, and supported Mojave High School’s Professional Learning Communities (PLC’s). PLC’s are seen as an effective staff development team approach and a powerful strategy for school change and improvement. PLC’s meet once a week to examine student achievement and support for a positive climate and culture.
WASC Action Goal #4 (Communication)

The school leadership and instructional staff should continue to search for ways to improve communication with the parents and other stakeholders about student academic performance and behavior, increasing the participation rate of these stakeholders.

In an effort to maintain communication with parents and stakeholders concerning student academic performance, Mojave High School utilizes many different tools. Initially, all incoming students/parents take part in an orientation process. Parents have an opportunity to meet the administration and counseling team to develop an on-going line of communication. Parents and students are encouraged to take advantage of an open door policy. Faculty is consistent in making parental phone calls, emails, and other correspondents home regarding RtI and student progress. Additionally, parents have access to Infinite Campus database for up-to-the minute information on their child’s attendance and academic standing. In Mojave’s Applied Intensive Intervention Model (AIIM) program, parental communication is ensured by using daily point sheets that are sent home each day and are required to be signed by a guardian, and then returned the following day.

Mohave High School also has a significant interaction with the parents and stakeholders through our School Site Council, English Language Advisory Committee, and our Common Core Parent Forum. Although many continuation high schools struggle with parent involvement, we attempt to bridge parent connectedness. To expand communication with parents regarding academic achievement, the following resources are used:

- RtI phone calls
- Counselor meetings
- Individual Learning Plans
- IEP’s
- SST’s
- Transcripts
- Monthly Grad checks/progress cards
- Monthly report cards
- Connect Ed
- Orientation/intake
- Parent Literacy Project
- Breakfast with the Principal
- Infinite Campus
- Personalized phone calls
- Remind Notification System
- Coffee with the Principal
- School Site Council
- School Website
- LCAP
- ELAC
 Top 20 Dinner
 Marquee in front of the school
 Parent/student orientation for each new student to the Mojave High School campus
 Special Education transfer placement meetings
 Home visits
 Special Education Quarterly reports
 The Workforce Innovations and Opportunity Act Youth program has utilized numerous local businesses and public agencies to provide work experience and job shadowing opportunities for eligible participants. (list attached)
 Eligible Workability students are placed with local businesses for work experience.
 The Career Center has invited local community educational partners to a career fair held once a year on the Mojave High School campus
 The Career Center has also re-established the VVC Bridge program giving access to all students to preferred enrollment at Victor Valley Community College

The goal is to be diverse as well as thorough in how to tackle school/home communication. Mojave has policies that guarantee communication is flowing from the school to the home, offers many opportunities that encourages a partnership with students, parents, and staff.

Students that meet the many requirements within their core subject are then given the opportunity to participate in enrichment courses offered during the RtI period. Classes offered are designed to enrich curriculum. Leadership, Yearbook, Athletics, Intramural Sports and Advanced Culinary Arts are just a few of the courses available to students.

For English Learners, Mojave High School has adopted a research based method that heterogeneously groups English Learners with English Only to promote English Language Development. Students work together using language to interact verbally and in writing with additional support from the classroom teacher. All teachers are EL authorized and have received training in SIOP and differentiation to accommodate English Learners.
SUMMARY OF DATA AND PROGRESS

CHAPTER 3
Mojave High School is committed to ongoing analysis of student success as determined by multiple forms of qualitative and quantitative data. Working in the Leadership Team, PLC teams, focus groups and home groups, staff members use data to determine the needs of the students and the professional development needs of the staff. Looking at multiple measures of student achievement data along with demographic data from the 2010 full self-study to the current school year, the following trends have been noted:

- Average Daily Attendance (ADA) rate, while still below expectations, has increased since the inception of the Saturday Academy and the implementation of the Mojave High School’s “Perfect Attenders Student Union” building.
- The number of graduates has increased every year from 182 in 2011 to 205 in 2015.
- Percent of low SES students, as determined by free and reduced lunch enrollment, has increased from 48% to 87%.
- Ethnic distribution has shifted from 69% Hispanic to 74% Hispanic, and from 19% white to 13% white.
- The D/F rate for Mathematics courses has decreased from 63% to 17%, however, Algebra/Integrated I proficiency rates remain the lowest of all areas tested.
- Reading assessments conducted by the English department indicate that a significant number of MHS students are reading below grade level.
- The English D/F rate has decreased from 35% to 23%.

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

- Improve math proficiency as measured by grades in the course and CAASPP pass rates. Mathematics is the gateway to college and career preparedness, and current EAP results indicate MHS students are not adequately prepared for college.
- Improve reading skills in order to provide students with access to the curriculum, especially for the EL population.
- Improve the rate of graduation seniors attending college, especially in light of the upcoming changes in the Common Core focus on college and career readiness.

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

- What supports do we have in place for our EL and low SES students?
- What are we doing to increase reading comprehension to help students engage complex texts?
- How is attendance impacting student success?
- What are we doing to address the D/F rate?
- What are we doing to increase parent involvement?
- How can we support students in reading and math?
- What remediation and intervention opportunities are in place?
- How can we support students in passing the CAASPP tests?
- What are the barriers to college readiness?
- How are we preparing students for careers?
- What math intervention can we provide?
- How do we improve access to tutoring and other supports?
- How do we provide special education students and English learners access to the core curriculum?
- How do we improve communication between all stakeholders?
- How do we connect with the community and support our students in being career ready.
SELF STUDY FINDINGS
CHAPTER 4

MOJAVE HIGH SCHOOL
HOME OF THE COYOTES

MOJAVE HIGH SCHOOL
30th Anniversary
1986-2016
A: ORGANIZATION

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

A1. Organization Criterion

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

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

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.

Findings

In an effort to meet the needs of all stakeholders, including students, parents, teachers, and community members, Mojave High School has established vision and mission statements and schoolwide learner outcomes of what students should know and perform based upon analysis of student data and community profile.

The MHS staff analyzed the previous vision, mission, and schoolwide learner outcomes against the current educational demands for college and career preparation and determined that revisions were necessary. These statements of purpose were therefore revised in order to align with current educational research, 21st century learning objectives, and the Common Core.

Supporting Evidence

- Vision Statement
- Mission Statement
- SLOs
- Student Community Profile
- Units of Study
- Professional Learning Communities (PLC)
- School Site Council (SSC)
- Leadership Team
- Department Focus Groups
- Student Unit Production
- Individual Student
The mission of MHS is “Building foundations for the future.” To best meet the needs of students in our community, Mojave High School offers authentic learning experiences that provide opportunities for students to grow both academically and socially in a globally conscious manner in response to the evolving nature of the 21st century.

The school’s vision is “At Mojave High School, students and their needs are placed at the core of the educational process. Our alternative program helps all students develop academic competence and the skills necessary to become contributing members of our democratic society.”

These revisions included all of the school community and through the collaborative efforts of all stakeholders a shared mission and vision resulted in new schoolwide learner outcomes: “FACTS” – Foundation, Academics, Character, Transition, and Skills. The changes demonstrate an understanding of the need to prepare students for the 21st century competencies required for success in college and careers.

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

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

**Prompt:** Evaluate the effectiveness of the processes.

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<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mojave High School stakeholders recently reviewed and revised the vision, mission, and schoolwide learner outcomes. This collaborative effort began in Leadership, and then went through focus groups, PLCs, School Site Council, ELAC and staff meetings. This recursive process provided for input from a vast number of stakeholders</td>
<td>Leadership, Staff, PLC, School Site Council, and English Learner Advisory Committee (ELAC) meetings</td>
</tr>
</tbody>
</table>
and established a shared awareness of the vision, mission, and learning outcomes for the students of Mojave High School.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

**Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

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<th>Supporting Evidence</th>
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<tr>
<td>Mojave High School’s stakeholders, including students, parents, staff, and community members show a high degree of support for the school’s vision, mission, and schoolwide learner outcomes. There is a strong and sustained effort and commitment from stakeholders to promote and uphold the high standards of MHS.</td>
<td>➢ Mission Statement&lt;br&gt;➡️ Vision Statement&lt;br&gt;➡️ SLOs&lt;br&gt;➡️ Units of Study&lt;br&gt;➡️ School Website&lt;br&gt;➡️ Student Handbook&lt;br&gt;➡️ Meeting Minutes/Agendas&lt;br&gt;➡️ Student Survey</td>
</tr>
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</table>

Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

**Prompt:** Evaluate the effectiveness of the process for revising these statements with wide involvement.

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<tr>
<td>MHS has a welcoming and inviting culture for students, parents, and community members. This comfortable environment allows for the school’s community to regularly provide input and feedback that contributed to the shared mission, vision, and schoolwide learner outcomes. Communication is transparent and stakeholders are informed and involved throughout the decision making processes as well as communicated with regularly. The school has received valuable feedback from many stakeholders that confirmed the process was highly effectively and collaborative.</td>
<td>➢ School Website&lt;br&gt;➡️ Connect-Ed Phone Calls&lt;br&gt;➡️ Remind Texts&lt;br&gt;➡️ Meeting Minutes/Agendas&lt;br&gt;➡️ Mission Statement&lt;br&gt;➡️ Vision Statement&lt;br&gt;➡️ SLOs</td>
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</table>
A2. Governance Criterion

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

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Findings

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

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

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Findings

<table>
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<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>➢ District Vision</td>
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<tr>
<td>➢ School Vision, Mission, and SLOs</td>
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The HUSD School Board is in support of a district vision as well as individual school site visions, missions, and schoolwide learner outcomes. Mojave High School has had the opportunity to present its vision, along with a proposal for new programs, to the Governing Board. The district mission of “preparing today’s students for tomorrow’s world” is supported by Mojave High School’s focus on college and career readiness and 21st century learning.
Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the process for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Findings

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

Supporting Evidence

- SPSA
- Board Meeting Minutes

Understanding the Role of the Governing Board

Indicator: The school and business community understand the governing board’s role, including how parents can participate in the school’s governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance including their role in the determination of the district LCAP

Findings

Mojave High School is represented at board meeting every other month, with a student representative giving a report of current events and happenings. The schedule of board meetings is provided to the community on the district website. Additionally, the parents are encouraged to attend through MHS website. Each board meeting has a designated portion of the meeting for parents and community members to speak publicly about any item on the agenda.

Supporting Evidence

- Board Reports
- District website
- Meeting Minutes
- School website

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings

It is the responsibility of the principal to keep the HUSD Board of Education and Cabinet apprised of the ongoing operations of MHS. The monthly Education Services Leadership Team meetings are in place to provide open

Supporting Evidence

- Meeting Schedules
- Minutes
- CSEA
- Hesperia Teachers Association (HTA)
lines of communication between site principals and the District.

Weekly management meetings are attended by site administrators with the purpose of discussing and disseminating information and district directions. The classified and certificated staffs are each represented by an association and contractual agreements.

**Board’s Evaluation/Monitoring Procedures**

**Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

**Prompt:** Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.

**Findings**

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<tr>
<td>Board Updates</td>
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<td>Board Reports</td>
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**Findings**

The Education Services division provides the Board with regular updates of student assessment data, William’s Reports, 4C’s visit results and other pertinent school information. The Board members frequently visit school sites and are familiar with each school individually.

**Complaint and Conflict Resolution Procedures**

**Indicator:** The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**Prompt:** Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

**Findings**

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<tbody>
<tr>
<td>Board Policies</td>
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<td>UCP</td>
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<td>OCR Report</td>
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</table>
A3. **Leadership: Continuous Planning and Monitoring Criterion**

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

**Broad-Based and Collaborative**

**Indicator:** The school’s planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

**Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

**Findings**

Mojave High School encourages the involvement of all stakeholders in the planning and decision making process. School Site Council (SSC), English Learner Advisory Committee (ELAC), and various school functions are some of the avenues of involvement and participation available to parents.

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

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

**School Plan Correlated to Student Learning**

**Indicator:** The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.
Prompt: How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?

Findings
The Single Plan for Student Achievement (SPSA) is revised annually through a process of data analysis, budget review, and program evaluation conducted by stakeholders through Leadership Team and SSC. Schoolwide goals are based upon this analysis and are developed in the interest of providing all students with the support needed to succeed in high school and beyond. The critical learner needs are identified through this analysis, which are currently: 1) Increase Rigor 2) Improve student attendance and performance through a systematic process of data analysis to drive instructional classroom pedagogy and curriculum and 3) Create a Safe & Healthy Learning Environment

Supporting Evidence
- Single Plan for Student Achievement (SPSA)
- School Site Council (SSC)
- Leadership meeting
- Agendas
- Minutes

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Findings
MHS administration and SSC work together to ensure that resources are allocated in pursuit of accomplishing the SPSA goals. While there have been many recent changes to funding, including recent allocation of Title I funding to MHS, the focus has continuously been on maximizing resources in the interest of student learning. Specialized, or restricted, funding is used to increase personnel to support struggling students. Furthermore, funds are allocated toward professional development for staff in the areas of reading, math, technology based instruction, and CCSS instructional strategies. Supplemental teaching and learning materials and extended learning time are also supported by the allocation of resources. Parent involvement is supported by Title I funding in an effort to increase the connection between school and home.

Supporting Evidence
- SPSA
- Budget
- Personnel Allocation
- Master Schedule
- SSC Agendas and Minutes
- ELAC

Staff Actions/Accountability to Support Learning
**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt:** How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

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<th>Findings</th>
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| In an effort to increase the collaboration amongst staff in holding each other accountable for student learning, Professional Learning Communities were introduced in 2010 to Mojave High School. This commitment to student learning and collegial collaboration has grown each year and has resulted in a targeted focus on student achievement. PLC teams are established around specific content areas with the teachers working together to develop units of study, common formative assessments and single assessments. PLC teams share best practices and work closely with district academic coaches to refine instructional strategies. | ➢ Walk through schedules  
➢ Reports  
➢ PLC meeting minutes  
➢ Collaboration Wednesday Schedule |

Walkthroughs of the classrooms are conducted by a variety of personnel with various purposes. District personnel joins site administration in conducting 4C walks, focusing specifically on the implementation of critical thinking, communication, collaboration, and creativity. A rubric has been provided to staff, in an effort to have a common understanding of what the 4C's should look like in the classroom.

Teachers meet in collaborative teams for 45 minutes every Wednesday morning with students on a late start schedule.

This time is spent in PLCs, Focus Groups, or schoolwide for professional development. In further efforts to increase the opportunity for staff to share practices that support student learning, all teachers are provided with the opportunity to take two release days a year in department teams or PLCs. These groups often invite the district academic coach of their content area to join them and assist with developing units of study and authentic learning tasks.
Evaluation of Existing Processes

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt:** To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

**Findings**

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

**Internal Communication and Planning**

**Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Prompt:** How effective are the existing structures for internal communication, planning, and resolving differences?

**Findings**

<table>
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<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>➢ Leadership Team Minutes</td>
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<tr>
<td>➢ Staff Email</td>
</tr>
<tr>
<td>➢ Record of Remind</td>
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<tr>
<td>➢ PLC Meeting Minutes</td>
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<tr>
<td>➢ SST Meetings</td>
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Communication is done in many forms amongst staff and leadership. Email is the primary form of ongoing communication and is further supported through monthly staff meetings, weekly PLC meetings, information shared on Google Drive, all-call announcements, a staff Remind 101 account, and automated phone calls home. Members of the Leadership Team are expected to share with their departments and PLC groups all pertinent information, as well as bringing concerns from the staff back to leadership. The meetings begin with a check-in of issues and successes and end with a recap of what to take back to their teams.
A4. **Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Qualifications and Preparation of Staff**

**Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Prompt:** Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

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<th>Findings</th>
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| Every effort is made to attract and secure employment of highly qualified applicants with the background and training necessary for each position. | ➢ Credential Audit  
➢ Professional Development Plan  
➢ District LCAP  
➢ Ed Join |

Furthermore, ongoing training and professional development are offered to strengthen instructional skills and to respond to the changing demands of education.

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

**Staff Assignment and Preparation**

**Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities, including any type of online instruction.

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<th>Findings</th>
<th>Supporting Evidence</th>
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| Assignment of staff to particular schedules is based upon many factors. In adherence to the Hesperia Teachers | ➢ Master Schedule  
➢ HTA Contract |
Association agreement, administration sends out preference forms in early spring as the first step to designing the master schedule. The counselor, principal and assistant principal determine how many sections of each course are going to be offered and compare the needs to the teacher preferences. In consultation with the each department, tentative assignments are made for teachers. The administration makes sure that all the necessary qualifications have been met.

New staff members and those new to teaching a particular content are provided with support from the department. Teachers work collaboratively through PLCs to share instructional strategies and materials.

**Defining and Understanding Practices/Relationships**

**Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt:** Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

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<tr>
<td>There are clear district policies outlining the role of site administrators. The management teams meet monthly to share best practices and collaborate on programs and policies. There are additional meetings for principals and assistant principals.</td>
<td>➢ Management Meeting Minutes</td>
</tr>
<tr>
<td>Mojave High School staff members are provided training at the beginning of each school year on site policies and expectations. The Leadership Team is composed of members of the PLC, members from various course subject departments, and administrators as well as WASC leaders. This group meets monthly and has the responsibility of bringing forth issues, determining policies and programs, and supporting staff in implementing educational practices.</td>
<td>➢ Board Policies</td>
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<td>➢ Professional Development Plan</td>
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<td>➢ Leadership Meetings</td>
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Support of Professional Development

**Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

**Prompt:** How effective is the support of professional development/learning? Provide evidence and examples.

**Findings**

The HUSD school board, district personnel, the MHS site administration, and the MHS teaching staff realize that professional development is an integral part of ongoing and effective teacher education. In turn, effective teaching techniques positively influence student achievement.

MHS administration, in conjunction with MHS teaching staff, facilitate a myriad of professional development opportunities after thorough evaluation of student as well as teacher needs.

Professional development includes time earmarked for ongoing collaboration, for the sharing of teaching practices, and discussions focused on student achievement. We have allocated release time for PLC teams to meet and develop CCSS compliant units of study. Google Drive, Illuminate, and general technology training has been provided by the site and District.

**Supporting Evidence**

- CART (Curriculum Articulation Team)
- PD/training in the areas of: PLCs, Common Core, Differentiation, and The 4 C’s
- New teacher orientation
- New Teacher Induction
- Buddy teacher program
- Technology training
- SELPA training

Supervision and Evaluation

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Prompt:** How effective are the school’s supervision and evaluation procedures?

**Findings**

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

According to the HUSD bargaining agreement, teacher evaluation and supervision are focused on constructive facilitation, professional encouragement, and the

**Supporting Evidence**

- Bargaining agreement
- New teacher meetings,
- Mentors and buddy teachers
- Informal walkthroughs by Administration
- Staff/Leadership Surveys
- District walkthroughs
promotion of rigorous and relevant academic teaching methodologies.

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

**Measurable Effect of Professional Development**

**Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

**Prompt:** Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

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<th>Findings</th>
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| The site administration team, district educational services division, and county support team all conduct a variety of walk through observations of classrooms throughout the school year. The focus of these walks is on growth and implementation of the instructional techniques upon which the staff is focused. These walks and the ensuing discussion provide the evidence of the positive effects of professional development and coaching. The teachers on assignment as academic coaches also provide support and feedback for teachers as they implement new and innovative instructional techniques. | ➢ Meeting minutes                             
|                                                                         | ➢ PLC/department                             
|                                                                         | ➢ Previous CST results                        
|                                                                         | ➢ Smarter Balance Assessments               |
A5. Resources Criterion

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

Allocation Decisions

Allocation Decisions

**Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt:** To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

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<tr>
<td>The commitment to Mojave High School’s vision statement is evidenced by offering several programs to prepare students for a career after high school. The ROP program continually adapts to meet the employment needs of the community and student interest. ROP courses include Dental Assistant, Cosmetology, Pharmacy Tech., and Office Operations.</td>
<td>➢ Peer Assistance ➢ Guest Speakers ➢ Job Fair ➢ College tours ➢ Ordered more effective materials/novels ➢ Credit recovery ➢ Chromebooks/iPads ➢ Adjusted library hours ➢ ROP ➢ Robotics class (STEM)</td>
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<tr>
<td>The Teaching staff brings needs to PLC meetings that are shared with administration. Administration is also accessible and open to requests from individual teachers.</td>
<td></td>
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<tr>
<td>Due to the thoughtful allocation of funds, MHS has been able to provide a safe and supportive campus for all students and has seen an increase in our graduation rate.</td>
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<td>Resources have been allocated for the Odyssey Credit Recovery Program to support and increase the graduation rate.</td>
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<tr>
<td>All students are allowed to check out a Chromebook to use for school and home use.</td>
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Practices

**Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. *(Note: Some of this may be more district-based than school-based.)*

**Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. *(Note: Some of this may be more district-based than school-based.)*

**Findings**

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<tbody>
<tr>
<td>Site budgets</td>
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<tr>
<td>SPSA</td>
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<tr>
<td>Title I</td>
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<tr>
<td>LCFF</td>
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<td>SPSA</td>
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Each spring, preliminary allocations of the budget are made to sites. The assistant principal then develops the site budget and submits it for approval. All restricted funds, such as Title I and LCFF, require justification and alignment with the SPSA prior to each expenditure. This process guarantees that resources are utilized in accordance to regulations and in alignment with student achievement goals. Prior to making annual revisions to the SPSA, the leadership team is required to analyze the prior year’s expenditures in relation to student performance. Decisions are then made on the effectiveness of the budget as a form of student-centered auditing. The ASB bookkeeper is responsible for student club funds and is FCMAT trained. Each year there is an audit of all ASB funds with a report provided to the business office and the principal.

Facilities

**Indicator:** The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

**Prompt:** Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

**Findings**

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<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>New Paint</td>
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<tr>
<td>Campus assistants are readily available</td>
</tr>
<tr>
<td>CCRC</td>
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<tr>
<td>Responsive maintenance staff</td>
</tr>
<tr>
<td>Police officer on campus</td>
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<td>Healthier food choices in cafeteria</td>
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An ongoing effort has been made to increase MHS effectiveness by upgrading facilities. The following has been completed since the last WASC visit: the lighting on campus has been upgraded, security cameras have been installed in key areas of the campus.

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

MHS prides itself on having a safe, secure and clean campus. A full-time police officer is dedicated to the campus and is instrumental in providing resources for students and parents. The school police officer takes a lead role in disaster preparedness, emergency procedures, and cyber/social media bullying.

The positive manner with which students are treated is conducive to a respectful and collegial environment. Adults monitor the campus continually, with teachers out in front of their doors between classes and campus assistants continually monitoring the entire campus for student safety.

**Instructional Materials and Equipment**

**Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Prompt:** Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

**Findings**

The Leadership Team is responsible for making decisions in regards to schoolwide technology, textbooks, and other materials. School Site Council then approves appropriations for requested equipment and materials.

School Site Council is made up of administration, certificated and classified staff, students, community members and parents. Through ongoing communication between teachers, PLC members, and administration, all teachers are given the opportunity to bring forth their particular requests for materials. Leadership considers all requests for materials, equipment, technology, and software tools and grants those requests within reason and determines whether the expenditure is in alignment with the goals and actions set forth in the SPSA. It is also the responsibility of Leadership to determine the

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<th>Supporting Evidence</th>
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<tr>
<td>➢ Tablet PCs, iPads,</td>
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<tr>
<td>➢ Chromebooks</td>
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<td>➢ Promethean Boards</td>
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<td>➢ Workability program</td>
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<td>➢ Print shop</td>
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<tr>
<td>➢ Technology team</td>
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<tr>
<td>➢ Colleague support for technology</td>
</tr>
<tr>
<td>➢ mojavehigh.org</td>
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</table>
effectiveness of the tools and materials purchased each year in planning for the following year.

**Well-Qualified Staff**

**Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

**Findings**

The personnel office works closely with site administrators in screening and interviewing potential staff members. Once hired, certificated staff is provided ongoing support through mentors, buddy teachers, and the district employed subject matter coaches. Coaches are available to every teacher at any time. The school provides resources for new teachers through the new teacher academy, new teacher Induction program, and the buddy teacher program.

Site professional development is provided during collaboration time on Wednesday mornings as well as during monthly staff meetings. Every effort is made to give teachers the tools they need in supporting student achievement. Teachers are encouraged and able to attend conferences and trainings specific to their needs in support of continued professional growth.

**Long-Range Planning**

**Indicator:** The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** Evaluate the effectiveness of these processes.

**Findings**

Each year, the principal submits goals to the assistant superintendent of education services, which include the plans and vision for the school. The Leadership Team determines the needs of the school and sets the direction for the future. Often the goals are set with a gradual implementation plan in order to ensure effectiveness. As changes are considered, information is disseminated
through departments to all staff for discussion and reflection. Feedback from these departments is given back to the Leadership Team for final decisions. The effectiveness of this process is evidenced by consistent progress towards the goals of the Common Core State Standards.
ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs.

Summary:

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

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

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

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

Through difficult budget times and with the recent implementation of LCFF, there has been a constant focus on allocating available funding in support of student learning. Administration works to creatively maximize the impact of expenditures. There are clear systems in place for training administrators and School Site Councils on budgeting practices, including preparing fiscally responsible budgets. All students at Mojave High School participate in a relevant and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Mojave High School has begun Project Based Learning in order to solidify grade-level appropriate rigor, utilizing the collaborative strengths of Mojave. Mojave High School staff understands that the school’s critical learner needs and
demographic data focuses on a relevant and coherent curriculum that achieves academic standards and SLOs as a crucial aspect for students to be prepared for future success. The involvement of Leadership ensures that an effective use of policies and procedures are in place to provide students with a learning experience which builds on interests, talents, and goals to support lifelong achievers. Students have access to all curriculum, CTE pathways, district course offerings, and concurrent enrollment at local community colleges to pursue any college and/or career of their choice. Mojave High School is working towards a more cross-curricular and challenging curriculum as course guides are being revised to reflect deeper levels of critical thinking, collaboration, creativity, and communication.

Prioritize the strengths and areas of growth for Category A.

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

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

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

- Continue to develop methodologies to determine the effectiveness of newly adopted policies and programs.
- Continue to focus on clear communication and shared decision making between district and site and among administration, staff, and departments.
- Additional support in the area of counseling services is needed (Reduced from two full-time counselors to one despite an increase in enrollment).
B: CURRICULUM
Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>All classes at Mojave High School are driven by the standards. Teachers have developed unit plans based on standards provided by the state, and 4C strategies provided by Hesperia Unified School District.</td>
<td>➢ Unit Plans</td>
</tr>
<tr>
<td>Test scores, classroom performance, attendance, and discipline records of all students are reviewed and discussed by staff to drive student learning and success during monthly SST meetings and weekly PLC meetings.</td>
<td>➢ Lesson Plans</td>
</tr>
<tr>
<td>Unit plans are developed utilizing State Standards and HUSD’s 4C’s program to increase student interest and performance.</td>
<td>➢ Collaboration Wednesdays</td>
</tr>
<tr>
<td>All Mojave students are provided with a Google Chromebook for coursework in all subject areas.</td>
<td>➢ SST meeting</td>
</tr>
<tr>
<td>Mojave High School has relied upon and utilized current research to provide a meaningful instructional program for students. The district supports MHS with current educational research through professional development and the use of academic curriculum coaches.</td>
<td>➢ Student panels</td>
</tr>
<tr>
<td></td>
<td>➢ 4C Visits</td>
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<tr>
<td></td>
<td>➢ Google Classroom</td>
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<td></td>
<td>➢ RtI</td>
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<td></td>
<td>➢ 1:1 Chromebooks</td>
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</table>
RTI provides students an opportunity to work in smaller groups or one-on-one with teachers to help bridge the learning gap.

Common prep allows teachers the opportunity to collaborate and create innovative and engaging lessons for student achievement.

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

**Indicator:** The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

**Prompt:** Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.

**Findings**

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Presentations</td>
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<tr>
<td>Bridge Participation</td>
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<td>Career Fair</td>
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<td>School Visits</td>
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</tbody>
</table>

**Findings**

Mojave High School is a credit recovery school and does not offer a-g requirements. To accommodate students, Mojave High School has utilized the Victor Valley College (VVC) Bridge Program. Mojave also has multiple vocational schools present to students during the school year.

**Congruence**

**Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Findings**

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<tr>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>SLOs (FACTS)</td>
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<tr>
<td>Alignment with State Standards</td>
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<tr>
<td>Career Center</td>
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<tr>
<td>WIOA</td>
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<td>Workability</td>
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<td>ROP</td>
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<td>Special Education</td>
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<td>Transition plans</td>
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<td>Class Schedule</td>
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</table>

Mojave High School Staff dedicated time shifting unit plans aligned to California State Standards to Common Core and Project Based Learning.

Common Core and PBL lessons invoke real world thinking and problem solving to address employer needs for a workforce that is able to change the pace of technology.

The Career Center has organized career fairs, field trips and access to postsecondary programs; i.e., Job Corp and California Conservation Corp.
Mojave High School shares a campus with the Alternative Education Campus which give students access to Vocational Programs. Special Education students have access to paid work experience opportunities through the Workability Program. In addition, all Special Education students have an Individual Transition Plan included in their IEP's that outline postsecondary goals.

Rigorous content and relevant real-world thinking processes raise the bar for career and college readiness for all grade levels.

Teachers utilize project-based learning (PBL), problem-based learning, and explicit thinking skills instruction to best meet the needs of all students. Mojave High School has recently added robotics (STEM) for students interested in engineering.

**Student Work — Engagement in Learning**

**Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Prompt:** Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

**Findings**

- Mojave High School has implemented prior state standards, Common Core Standards, and 4C guidelines as a guide to create relevant and rigorous curriculum for students.

- MHS students have access to many credit recovery and additional small group opportunities to improve their skills. RtI, Saturday School, and work experience education are additional opportunities to earn credits. Students are also encouraged to enroll in a 5th period enrichment class.

- Special education students have opportunities to work at their individualized academic levels due to the availability of programs at Mojave High School (RSP, WTP, and AIIM). Teachers at Mojave can work closely with the Special Education teachers to personalize student learning.

**Supporting Evidence**

- Subject Unit Plans
- 4C’s Evaluations
- Student Products
- List of trips
- Clubs List
- Attendees of Career Fair
- Saturday School Roster
- RtI Data
- Google Classroom
- Robotics Program
- Field Trips
- Clubs
- Career Center Activities/
  Presentations
- Saturday School
- Credit Incentives
Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings

Mojave High School has recently established a Project Based Learning (PBL) week that will occur three different weeks school wide within the 2016/17 school year. During the PBL week students can select a project to work on for the week within a specific classroom. Students gain knowledge and skills by working for an extended period of time investigating and responding to a real world question, problem or challenge. Each project is organized to drive the student to create a culminating product of various types. Certificated staff had time to collaborate in the beginning of the school year to establish project based lessons that encompass multiple subject areas including: English, Social Science, Math, Science, Physical Education, Art, and Life Skills. PBL projects ranged from: students establishing a Constitutional Law argument, understanding environmental challenges in transportation and creating alternative modes of transportation for future use, using geometry and mathematical formulas to create a custom golf course, investigating and assessing the value of torture as a means of punishment or interrogation and determining a personal evidence driven position, and the art, history and sport of fencing. Students obtained a deeper knowledge of core subject areas and problem solving skills through the act of negotiating and completing these projects.

Mojave High School has encouraged concurrent enrollment with Victor Valley College so students have access to additional elective classes not offered on the Mojave campus.
Administration, staff, and HUSD administration regularly have 4C visitation walk-throughs where feedback is given to MHS administration about the level of instruction. The 4C areas observed are creativity, collaboration, critical thinking and communication. Administration then shares the feedback with instructional staff.

Curricular Development, Evaluation, and Revisions

**Indicator**: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Prompt**: Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

<table>
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<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>Mojave High School is a continuation, credit recovery school with a limited staff. The staff creates opportunities within their classroom instruction in a variety of ways to meet each student’s needs for credit and core requirements.</td>
<td>➢ PLC ➢ Meetings with District Coaches ➢ Peer Unit plan development ➢ A/B Schedule ➢ RtI ➢ IEP’s ➢ Annual Reassessment ➢ PBL Implementation</td>
</tr>
<tr>
<td>Mojave High School reviews and evaluates the effectiveness of its curriculum by assessments and review of coursework that is differentiated to meet diverse student needs.</td>
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<tr>
<td>The implementation of Project Based Learning weeks has created opportunities for staff to collaborate on lessons and utilize the expertise of HUSD academic coaches.</td>
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<tr>
<td>The staff at Mojave meets monthly at SST meetings to discuss student production and behavioral issues. During these meetings the staff discusses students and creates a plan to assist students in becoming more productive and successful in school.</td>
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</tr>
<tr>
<td>Special Education teachers regularly meet with the school psychologist to determine the effectiveness of student placement with the intention of making sure all students with IEP’s are in the least restrictive setting for success.</td>
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</table>
With the A/B schedule system teachers are able to evaluate lessons and make modifications as they go along. Teaching strategies are changed based on the needs of the students.

**Policies — Rigorous, Relevant, Coherent Curriculum**

**Indicator:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt:** *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

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<th>Findings</th>
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<tr>
<td>Curriculum is created and self-evaluated by teachers during the A/B week schedule. Teachers use a variety of academic strategies to meet student needs and their demand for credit recovery.</td>
<td>➢ Google Classroom Lessons ➢ State Standards ➢ Leadership Team ➢ Academic Performance Incentives ➢ Credit Recovery Plans ➢ Saturday School</td>
</tr>
<tr>
<td>HUSD has also provided each school an Academic Coach to assist staff in the development of classroom strategies and implementation of Project Based Learning lessons.</td>
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</table>

Over the past three years Mojave staff has utilized numerous computer based lessons and activities to prepare students for the roll out of Google Chromebooks which all students have access to.

**Articulation and Follow-up Studies**

**Indicator:** The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt:** *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

<table>
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<th>Findings</th>
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<tbody>
<tr>
<td>The counselor and Career Center staff at Mojave High School prepare all students for postsecondary education. Students are apprised to many postsecondary educational and vocational offerings.</td>
<td>➢ Bridge Program ➢ WIOA ➢ Concurrent enrollment</td>
</tr>
</tbody>
</table>
Exiting seniors are registered in VVC’s Bridge Program to ease their transition to post-secondary education.

If eligible, graduating seniors are referred to the WIOA Program for continued assistance with education and are provided with paid work experience opportunities.
B2. Access to Curriculum Criterion

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

Variety of Programs — Full Range of Choices

**Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Prompt:** How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Findings**

The Career Center provides students with help in writing resumes as well as FAFSA and Cal Grant monies. There are also listings of potential job opportunities in the Career Center for students looking for work.

Students are given the chance to take the ASVAB several times throughout the year and speakers come out to speak to students on careers in the military.

Many field trips take place to visit vocational/trade schools. This gives students the chance to see what campus life is like.

Accessibility of All Students to Curriculum

**Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

**Prompt:** Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

**Findings**

Mojave High School is focused on providing all students access to a rigorous curriculum to meet their unique credit and academic needs.
Mojave High School has an intake and enrollment process in place to evaluate student needs and establish a personal learning plan for each student. Teachers create lessons that include real world information to make a curriculum relevant to students. RtI is utilized to create additional small group instruction to assist with lessons and assignments that were not completed to an acceptable level. A few years ago Mojave High School implemented a schoolwide Character Based Literacy (CBL) reading program. Student have read many high interest books.

With the assistance of the District Academic Coaches, Mojave High School has blocked out weeks during the school year for teachers to create and implement Project Based Learning lessons that are both cross-curricular and rigorous.

**Student-Parent-Staff Collaboration**

**Indicator**: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**Prompt**: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college and career and/or other educational goals.

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<th>Findings</th>
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</table>
| Mojave High School works very hard at the difficult task of collaboration between parents, students, and staff to develop a relevant personal learning plan and post-secondary vision for each student. Parents are invited to open house night, ELAC, and SSC meetings. | ➢ Infinite Campus  
➢ SSC Meetings  
➢ SST Meetings  
➢ Individual Intake Meetings  
➢ Bridge Intakes |

Mojave High School has an intake and enrollment process in place to evaluate students needs and establish a personal learning plan for each student.

Student progress is discussed monthly at staff SST meetings to give feedback to the counseling staff and administration of changes that are needed.

RtI is utilized to create additional small group instruction to assist with lessons and assignments that were not completed to an acceptable level.
Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs).

Findings

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>RtI</td>
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<tr>
<td>Small group instruction (A/B Week Schedules)</td>
</tr>
<tr>
<td>SPED Program</td>
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<tr>
<td>RSP</td>
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<td>AIIM</td>
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<td>WTP</td>
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</table>

Mojave High School has an intake and enrollment process in place to evaluate student needs and establish a personal learning plan for each student.

Student progress is discussed monthly at staff SST meetings to give feedback to the counseling staff and administration of changes that are needed.

RtI is utilized to create additional small group instruction to assist with lessons and assignments that were not completed to an acceptable level.

A/B week schedules were created to give students the opportunity for more academic offerings and additional credit recovery. Special Education classes have quarterly goal reviews and annual IEP’s to assist the special needs population.

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings

<table>
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<tr>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Career Center</td>
</tr>
<tr>
<td>Special Education Transition Plans</td>
</tr>
<tr>
<td>WIOA</td>
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</tbody>
</table>

The Career Center has implemented the VVC Bridge Program to ensure students have access to the many educational and vocational programs offered at VVC after graduation.

All Mojave High graduates have the opportunity to apply to the WIOA Program. If eligible, participants receive additional assistance in career planning along with financial support.
Special Education students all have a Transition Plan which provides them access to various community resources. In addition, all Special Education students have access to paid work experience through the Workability Program.
**B3. Preparation for Career and College Criterion**

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

**Real World Applications — Curriculum**

**Indicator:** All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

**Prompt:** Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mojave High students have access to rigorous and relevant curriculum which prepares them for post-secondary education, vocational training, and/or employment.</td>
<td>➢ Google Classroom</td>
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<td></td>
<td>➢ ROP</td>
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<td></td>
<td>➢ VVC Bridge</td>
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<td>➢ WIOA</td>
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<td>➢ Workability</td>
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<td>➢ WTP</td>
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Special Education students all have a Transition Plan which provides them access to various community resources. In addition, all Special Education students have access to paid work experience through the Workability Program.
Meeting Graduation Requirements

**Indicator:** The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

**Prompt:** Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
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<tbody>
<tr>
<td>CAHSEE prep class prior to CAHSEE cancellation.</td>
<td>➢ CASHEE scores prior to cancellation</td>
</tr>
<tr>
<td>Mojave High School has numerous support programs in place to ensure all students have the opportunity to graduate and for credit recovery.</td>
<td>➢ RTI statistics</td>
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<td></td>
<td>➢ SST/RtI review</td>
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Students that are failing are required to participate in RtI classes in addition to their four period day. RTI provides a small group environment to students to complete their required work and receive additional support from their teachers.

SST is also utilized to identify why a student is not attending which prompts a meeting with either the counselor or administration to see if there are additional issues in a student’s life.
ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs.

Summary:

Mojave High School provides a diverse student population with a rigorous and relevant curriculum. The school is currently implementing Project Based Learning and thematic unit plans, placing emphasis on real-world applications of knowledge. Students have access to courses which prepare them for a variety of post-secondary options including CTE courses. Students with special needs and English Language Learner (EL) students have specially designed schedules to help them to be successful. As we transition to Project Based Learning, we look forward to more opportunities to collaborate with other schools to design common assessments and lesson plans.

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

The A/B master schedule of Mojave High School demonstrates a commitment to all learners meeting the graduation requirements and being college and career ready. The scaffolded courses and differentiated instruction support all students in being successful. The amount of graduates Mojave produces continues to climb as students are provided with rigorous and supportive learning environments.

Prioritize the strengths and areas of growth for Category B.

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

- Mojave High School has improved preparation for life after high school through college and career readiness programs, extensive ROP programs and college partnership.
- Mojave has increased understanding of the Common Core Standards and alignment of curriculum through PLCs, units of study, cross curricular planning, vertical alignment within departments, and professional development.
- Mojave High School has increased the number of students who have bridged to Victor Valley College for postsecondary education.
- Mojave is proactive in researching and implementing educational trends. As of the fall of 2016, all enrolling students are placed in an integrated math program. The district also assigned 1:1 Chromebooks to every student. Mojave actively seeks professional development opportunities.
Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Mojave will continue to seek resources such as the district curriculum coaches, conferences and training, to help develop the understanding and implementation of State Standards and NGSS.
- MHS is working towards increasing the amounts of technology used within the classroom.
- New programs such as Project Based Learning and online subscription are reviewed and evaluated to determine their effectiveness.
C: INSTRUCTION
Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

C1. Challenging and Relevant Learning Experiences Criterion

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

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Findings  

In adherence to our goal to provide the most effective learning environment that provides academic growth, credit recovery, and career/college readiness all teachers use multiple instructional strategies in support of student achievement. Using a balance of teacher directed, small group, project based, and individualized instruction students are given the opportunity to learn through an approach that is best suited to their needs and abilities.

Throughout any given day at MHS students are exposed to teacher directed classes in the core subject areas of Integrated Math, Geometry, English, World History, and U.S. History. Teachers offer a variety of instructional strategies to engage students in the learning experience. All instruction is standards based, yet the textbook is not the primary instructional tool. It is just one of many instructional tools used for the delivery of instruction. Students are confronted and exposed to ideas, opinions, and concepts other than their own personal views. Students are assessed both formally and informally using a variety of methods. These vary from quizzes, both oral and written, to project based assessments. Additionally, extended day opportunities and contracted units are provided.

Supporting Evidence

- Lesson Plans
- Classroom Observation
- Mojave High School Learner Outcomes
- Master Schedule
- Classroom Rules
- Observation
- Classroom Discussion
- Project Based Learning
- Skype
- Student Handbook
- Contracts
- School Activities
- Extra Unit Projects
- Student Assessment Tools
- Student Work Samples
- Action Plan Goals
  - Increase rigor
  - Improve student attendance and credit production through a systematic process of data analysis
available within the individualized learning plan allowing for students to earn more credits in a grading period.

The school and classroom behavioral rules are aligned with the instructional program to create a whole-child approach to the classroom. One significant piece in the logic behind how we approach and implement our behavior rules in conjunction with the instructional program is our desire for students learn that to be successful both professional behavior and academic mastery are needed. We do not simply desire to modify the student's behavior through a set of rules and consequences while they are residing on our campus in order to see them graduate, but we desire to foster a lasting behavioral change that meets the needs of both college and professional life.

During project based learning weeks students are driven to learn content and skills for an authentic purpose. PBL involves students in explaining their answers to real-life questions, problems, or challenges. It starts with a driving question that leads to inquiry and investigation. Students work to create a product or presentation as their response to the driving question. Technology is used throughout a project.

The teachers at Mojave High School utilize Skype, a free communication software that allows teachers and students to make calls, instant message and video conference online. When a teacher skypes with a class, students can ask the resident expert questions, go on a virtual fieldtrips, and collaborate with peers outside the school.

-Create a safe and healthy learning environment.
Student Understanding of Learning Expectations

**Indicator:** The students know the standards/expected performance levels for each area of study.

**Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

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<th>Findings</th>
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| In core classes at Mojave High School, teachers post and reference academic standards, and teachers post and reference the Schoolwide Learner Outcomes (SLOs) in the classrooms. Academic standards are also referenced on assignments, rubrics, and tests. Furthermore, in all classrooms, the school’s mission statement are posted and referenced. At the beginning of the school year, and sometimes at the beginning of the second semester, syllabi are provided to inform students of class expectations. Throughout the year, teachers state objectives as they begin lessons and units and review objectives and learning goals with students throughout each unit. Teachers review assessment data and academic progress on a regular basis in effort to help students recognize their areas for improvement as they move forward to the next unit. Teachers give rubrics and use examples of prior student work to communicate expectations on assignments. Students are given a rubric, a timeline of important dates and checkpoints. According to the student survey results, 65% of all students said their teachers regularly review their academic progress in the class and 53% said they periodically review their academic progress in the class. Additionally, 79% of students said that the majority of their teachers communicate high expectations for students. Infinite Campus, an online student information system used for grading and attendance, has a student and a parent portal, which allows access to the students’ progress. Data from the student survey revealed that 77% of students use Infinite Campus to keep track of their progress in their classes. | ➢ Rubrics  
➢ Syllabi  
➢ Posted Standards  
➢ Infinite Campus  
➢ Examples of Prior Students’ Work  
➢ Due Dates  
➢ Stated Objectives  
➢ Social Contracts  
➢ Posted Schoolwide Learner Outcomes  
➢ Posted Mission Statement  
➢ Student Survey Results  
➢ Focus Group Feedback |
Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

Findings

At Mojave High School, differentiated instruction takes on a variety of forms. These include direct instruction, informal debates, review games, critical reading strategies, use of technology, including 1:1 Chromebook, document readers, LCD projectors in all classrooms, in some core classrooms, primary source documents, mathematical manipulatives, Thinking Maps, graphic organizers, labs and experiments, group and pair collaboration, group and individual response, and videos and oral presentations. These instructional strategies are verified through routine Checks for Understanding throughout the class period. Some teachers also use web-based programs to provide individualized student practice. Many teachers use Google Classroom for additional resources to support all students' needs and online assignments, tests, and quizzes.

The effectiveness of our differentiated instructional practices is evident in Mojave High School's continual growth and graduation rates. The number of Mojave graduates has steadily increased and the school wide D/F rate over the last three years has decreased by 2.9%.

RtI provides additional support in core academic classes by checking for understanding. For students who are struggling, they also provide peer tutoring during class time and embedded support time. When students are not successful, they can stay for RtI and get extra assistance during the school day.

In the English and Math Department, differentiated instructional strategies include the use of Kate Kinsella strategies, AVID strategies, student whiteboards, SDAIE Strategies, Achieve3000 and other various methods. These different methods of instruction are evaluated through Checks for Understanding throughout the class period.
Targeted differentiated instruction takes place in all courses. Instruction focuses on non-fiction reading and writing skills in a smaller class setting.

The Social Studies Department has embraced the use of technology and differentiated instruction. Through the use of the new Smart Board. Teachers have access to PowerPoint, interactive web pages, YouTube, Skype, and video clips. Each teacher has a document reader (ELMO) set up in their classroom in order to share examples of student work. Several teachers are using Kahoot an interactive student response system to get immediate feedback from student responses to information.

The Science Department takes many steps to differentiate learning according to student needs and incorporates Skype into thematic lessons. Many classes have instructional assistants to monitor the progress of all students, including those with special needs. Strategies implemented in the Special Education program include modified textbooks, books on tape, large print materials, low reader materials, assistive technology, note takers and modified grading. Resource teachers work with the general education teacher to modify instruction.

In the A/B schedule, embedded support is defined by the RtI period. During this time, teachers often select a group of students based on their individual academic needs to stay for the extra 50 minutes of support and differentiate instruction while other students are allowed to leave class based on their demonstration of learning concepts and content. Prior to RtI, the teachers were surveyed, where they indicated that the time is effectively used for re-teaching, one-on-one and group instruction, make-up tests, quizzes, homework and classwork completion. Re-teaching using different strategies is incorporated during this time. Most teachers said that they use the time for completion of work when students are either absent or they need more time for guided practice and to process the concepts. This has resulted in a higher level of participation and an increase in As and Bs. Most teachers have said that this time has been invaluable in increasing student achievement.


C2. **Student Engagement Criterion**

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

**Current Knowledge**

**Indicator:** Teachers are current in the instructional content taught and research-based instructional ethology, including the integrated use of multimedia and technology.

**Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

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<th>Findings</th>
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<tr>
<td>Mojave teachers are given time to collaborate during late start Wednesdays, common prep period, and after RtI. Teachers collaborate within their content areas and PLC teams to develop unit plans, common assessments, communicate best practices and evaluate student progress. Teachers also work with other teachers to develop cross curricular activities to help engage students more effectively.</td>
<td>➢ iPads&lt;br&gt;➢ Elmo&lt;br&gt;➢ Educational videos&lt;br&gt;➢ 4C rubric&lt;br&gt;➢ Teacher tube&lt;br&gt;➢ Prezi&lt;br&gt;➢ PowerPoint&lt;br&gt;➢ Defined STEM&lt;br&gt;➢ Achieve3000&lt;br&gt;➢ Computer Lab&lt;br&gt;➢ iTunes U&lt;br&gt;➢ TED Talks&lt;br&gt;➢ Khan Academy&lt;br&gt;➢ Blogger&lt;br&gt;➢ Google Voice&lt;br&gt;➢ PLC minutes&lt;br&gt;➢ Staff Development&lt;br&gt;➢ Common Assessments&lt;br&gt;➢ Flocabulary&lt;br&gt;➢ GAFE (Google Apps for Education&lt;br&gt;➢ Infographics&lt;br&gt;➢ Explore Learning Gizmos&lt;br&gt;➢ Skype fieldtrips using Promethium Board</td>
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There is a district and schoolwide focus on the 4C’s of critical thinking, collaboration, communication, and creativity, which has led to a use of a variety of instructional strategies. The 4C rubric provided to staff is a useful tool in self-assessing these strategies.

All Mojave High School teachers are credentialed in their subject matter and receive regular professional development on research-based instructional strategies. This includes the integrated use of multimedia and technology through various online programs and technology-based strategies. Teachers use these technologies to differentiate instruction, create engaging lessons, and assist students in being current with our changing technological world. These strategies are also used to enrich student learning and to provide equal access to current technology.

Technology such as 1:1 Chromebooks, ELMO, and iPads allow teachers to get instant feedback on student progress and allows students to evaluate their own learning. Defined STEM is a website that allows access to current STEM ideologies and lesson plans that allow teachers to
collaborate across multiple subjects and across curriculum.

Mojave has also invested in a subscription to Achieve3000. It is used to increase reading scores. Teachers use it to efficiently check student's work as well as to improve student writing in the form of grammar and to check for their understanding of the material. Prezi, Infographics, and PowerPoint are created by students to present various topics in the subject matter being learned. PowerPoint is being used as a presentation tool in order to deliver content and assess student acquisition of material. Quizlet is an online flashcard program that increases student access to the material when they are not at school. It allows students to increase retention of subject matter vocabulary.

Special education teachers use Promethean Tables to encourage collaboration. Math teachers have also used a web based program, IXL.com, that reinforces what students are learning in the classroom. The program adapts to student skill level while progressively providing more and more difficult problems.

**Teachers as Coaches**

**Indicator:** Teachers work as coaches to facilitate learning for all students.

**Prompt:** Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

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<th>Findings</th>
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| Teachers work as coaches to facilitate learning for all students at Mojave High School in a number of different ways. Teachers start their instruction by setting goals, such as reaching a certain content standard. Teachers model new content in a variety of ways, for example, walking students through problems, free response questions and analyzing exemplary work. Departments use targeted discussions, current events, and case studies along with leading questions for the students to reach their learning goals. This progress and activity is captured in the students’ interactive notebooks. Laboratory activities along with collaborative learning groups are evident throughout the science disciplines. All | ➢ Admin observations  
➢ Student Science notebooks  
➢ Laboratory reports  
➢ Dissections  
➢ Infinite Campus  
➢ Saturday School Rosters  
➢ Athletic Teams  
➢ Clubs List  
➢ Engineering Club |
Teachers regularly enter grades into Infinite Campus, where students and parents are able to monitor academic progress. This provides students with the ability to take ownership of their own learning goals, as well as aiding parents in the ability to engage in a partnership with the teacher to support the academic success of the student.

Students are given the opportunity to improve their grade in a class in a variety of ways during tutoring offerings. Students use this time to retake tests, make up labs, rewrite essays, and receive guidance and tutoring as needed from the teacher. Teachers use small groups, peer instruction, student critique to empower students to engage in the learning experience.

1:1 Chromebooks are being utilized to facilitate structured exploration of information.

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

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

**Examination of Student Work**

**Indicator:** Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

**Prompt:** Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

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| Mojave High School students’ work demonstrates structured learning, student-based learning, organization skills, and use previously acquired knowledge in a myriad of ways. Students are able to exhibit their skills with the completion of assignments where they must use inquiry-based and higher order cognitive connections to communicate mastery. Students are taught to use an interactive notebook as a way to compile pertinent | ➢ Interactive Notebooks  
➢ Portfolio  
➢ Marzano-Thinking Maps  
➢ Cornell Notes  
➢ Powerpoint  
➢ Student Art work  
➢ Photography |
information regarding specific subject matter as well as storing that information for later review. Additionally, students have been taught to use thinking maps per the Marzano technique when researching or engaging in higher level thinking as a means of gathering information for research-based projects. Through student thinking maps, the students have had the opportunity to discover and gather knowledge as well as provide evidence in their cognitive skills and abilities. Students have also been taught Cornell notes, which are used as an organizational review tool to clarify reading material related to subject matter. PowerPoint is another tool students use as a multimedia project that exhibits research and communication skills.

Mojave High School students have access in ROP classes in areas of cosmetology, dental, medical, law enforcement, manicuring, restaurant management to demonstrate career and technical education related skills. Students demonstrate their skills of collaboration, problem solving, reasoning, and communication as it applies to 21st century careers. Students produce evidence and display reasoning skills as they evaluate and investigate legal laws, regulations and procedures in individual and group projects. Students exhibit a variety of expertise based on prior knowledge. They display critical thinking and reasoning skills to identify and support their conclusions. At Mojave High School, student photography program has accomplished photographers who have shown their work in the community and at art shows.

Examination of Student Work Part II

**Indicator:** Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

**Prompt:** Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

**Findings**

It is evident in samples provided that students have ample opportunities to think and problem-solve in inquiry-based activities and labs. Mojave High School students complete these assignments both in groups and as individuals, often presenting their claims and evidence during
presentations. There has been a schoolwide focus on research based instructional practices as well as regular use of the 4C’s.

Teachers and students are constantly finding ways to critically think and be creative as well as collaborate and communicate more frequently. At Mojave High School the use of technology helps students meet academic standards and schoolwide learner outcomes in various ways. Students can turn in assignments via Google Docs or Turn It In. Students use the internet for research projects and assignments. In math classes, students can use online graphing calculators and other online manipulatives to help students meet the standards. Students use different programs such as PowerPoint, Word, Excel, Prezi and Video Maker to create classroom presentations in various subjects. Teachers also use Kahoot as responders as a formative assessment and to help guide instruction.

Students are often using blended learning to share and engage in conversations with others in class as well as with their teachers. A survey of a significant number of teachers and a representative sample of students reveals that there is evidence that different technology is being used for teacher based, student-based, and resource-based purposes. Student use of technology such as library databases allows direct access to primary source documents and current event data. Teachers benefit from resources beyond the textbook with enhancements of lessons, audio/visual incorporations for multiple learners, and applications that allow for formal and informal assessment.

Examination of Student Work Part III

**Indicator**: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

**Prompt**: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

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| One of the integral opportunities that challenge students is the schoolwide Project Based Learning (PBL) During PBL week teachers utilize a wide variety of strategies and activities to engage students in experiences beyond the textbook, both independently and collaboratively. Topics | ➢ Project Based Learning week  
➢ Unit Plans |
include: CSI, vehicle of the future, quilting, mock trial, music, golf, and fencing. Teachers use AVID critical reading strategies, Graphic organizers and Thinking Maps in order to scaffold difficult concepts for all students. Teachers often model work before students engage in practicing concepts in groups and on their own. Students take part in career exploration throughout their stay at Mojave High School.

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Findings

Students have access to many programs that provide career preparation. Hesperia Unified School District offers many ROP programs. The ROP programs that are offered on the Mojave Campus include: Cosmetology, Dental, and Computer Technology. Mojave also provide students who are interested in careers in logistics the opportunity to take a month long logistic class concurrently enrolled through San Bernardino Valley College. During the class, students are trained in forklifting and earn their forklift certification. We also have a partnership with WIOA that allows our graduates to paid work experience through local businesses and have the ability to secure a job. Transitional Partnership Program (TPP) provide workshops on developing job skills for students with special needs. Job workshops teach interviewing techniques, resume development, and on the job conduct and behavior. TPP continues two years after graduation to assist students with job placement.

Supporting Evidence

- Victor Valley
- Community College
- San Bernardino Valley College
- ROP
- Workability
- TPP
- WIOA
- Logistics Class

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.
Summary:

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

The culture of Mojave High School is that all students will be academically prepared for college and careers and will have the opportunity to participate in sports, clubs, and RtI to further enhance their learning experiences. Mojave High teachers use a variety of instructional strategies that allow students to connect to the curricula. Students learn to problem solve and reason. Teachers in each department at Mojave High use a variety of multimedia resources in their delivery of curriculum. Staff actively seek professional development to stay up to date with advances in technology.

Prioritize the strengths and areas of growth for Category C.

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

- Use of instructional technology across curriculum through classroom computers, ELMO, projectors, and Chromebooks (1:1 devices).
- Variety of instructional programs to meet the needs of all students. Offerings range from several levels of Special Education classes to RtI and enrichment classes.
- Schoolwide focus on current research based instructional practices, the 4C’s, and the State Standards.
- Professional Learning Communities (PLCs) that enable teachers to share effective strategies and support instruction.

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

- Continued professional growth opportunities specifically targeting differentiation of instruction, cross-curricular practices, State Standards, the 4C’s and EL.
- Consistent use of and emphasis on student learning targets and daily objectives.
- Monitor student 1:1 device implementation.
D: ASSESSMENT
AND ACCOUNTABILITY
Category D: Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

**Professionally Acceptable Assessment Process**

**Indicator:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**Prompt:** Evaluate the effectiveness of the assessment processes.

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<td>Staff meets annually to analyze the test data from the previous school year. Included in this data are CST results, classroom pass rates, mobility rates, and other pertinent data. Staff then disaggregates data to look for trends, areas of growth and areas where improvement is needed.</td>
<td>➢ FACTS Goals&lt;br&gt;➢ Classroom assessment&lt;br&gt;➢ Course completions&lt;br&gt;➢ Observation of student behavior&lt;br&gt;➢ Referrals&lt;br&gt;➢ Report cards&lt;br&gt;➢ Back to School Night&lt;br&gt;➢ Connect Ed&lt;br&gt;➢ Parent Conferences&lt;br&gt;➢ Single Common Assessment Illuminate&lt;br&gt;➢ RTI phone calls&lt;br&gt;➢ Top 20 Dinner&lt;br&gt;➢ LCAP&lt;br&gt;➢ ELAC&lt;br&gt;➢ SARC Report&lt;br&gt;➢ School Website&lt;br&gt;➢ Infinite Campus&lt;br&gt;➢ School Site Council&lt;br&gt;➢ SBAC&lt;br&gt;➢ Read 180&lt;br&gt;➢ Teacher e-mails and websites&lt;br&gt;➢ Counselor scratch off sheet</td>
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As a school we have identified a number of indicators that are considered important to determining accurate assessment of the program. This includes data that is both academic and behaviorally related. Student performance must be measured by what a student does in totality, both academically and behaviorally, at the school. Our Schoolwide Learner Outcomes/FACTS Goals are guiding principles in this process as they cover the expectations that we want every student to achieve.

Approximately every four weeks, students receive formal feedback via a grade report card and graduation status conferences with teachers to review scratch off sheets. The school’s performance and progress are also delivered to parents through School Site Council (SSC) meetings, Back to School Night, parent conferences, Connect-Ed messages, letters home, and our website [www.mojavehigh.org](http://www.mojavehigh.org)
Monitoring and Reporting Student Progress

**Indicator:** There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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<td>Parents, students, teachers, counselors, and administrators have access to the Infinite Campus program to monitor students’ progress in classes, attendance, and progression towards graduation. This allows all stakeholders to be informed on students’ progress and to implement strategies to assure their success. Teachers update their Infinite Campus gradebooks on a weekly (if not daily) basis.</td>
<td>➢ Infinite Campus  ➢ Graduation Rates  ➢ ASB Board Reports  ➢ CELDT scores  ➢ Special Education data  ➢ Teacher websites  ➢ Teacher emails  ➢ SST  ➢ Counselor scratch off sheets  ➢ Report cards  ➢ School Accountability Report Card (SARC)  ➢ WIOA  ➢ Teacher phone calls  ➢ Connect Ed/Remind  ➢ Back to School Night  ➢ Parent conferences  ➢ School Site Council  ➢ MHS website  ➢ IEPs  ➢ IEP meetings</td>
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The School Accountability Report Card (SARC) is available online yearly to all stakeholders.

Student academic progress is communicated to guardians in several ways. Teachers and staff members are encouraged to keep guardians informed of the student’s progress and use emails, teacher websites and phone calls. The counselor meets frequently with students and guardians to discuss the student’s progress. Infinite Campus is utilized to notify guardians of academic achievement, attendance, and upcoming events. This open communication allows parents accessibility to all staff. Students, parents, and the community also have access to the school website for additional information.

Back to School Night and parent conferences are held to discuss/review student academic achievement, classroom behavior, class/school expectations, attendance data, and other important information that guardians can use to support their student’s success.
Mojave High School recognizes the importance of communicating student achievement indicators to all stakeholders. Some of these indicators include SBAC results, graduation rates, CELDT scores and survey results. These indicators are presented by ASB students at Board Meetings and School Site Council.

Formal and informal assessments are used on a regular basis by the Special Education department (teachers and school psychologist). The data that is collected is critical in developing specific learning goals for students during their annual and tri-annual IEPs. Students and parents participate in the development of these goals.

Report cards are given at the end of each grading period and are based on student performance on teacher given classroom assignments and assessments. Teachers, parents, counselors and administrators can use these to monitor student academic progress and address student needs.

Mojave High School is fortunate to have the Workforce Investment Opportunities Act (WIOA) program which meets both the needs of local businesses and job seekers. This program helps maintain positive ties with students, educators and the local community.

**Parent/Community and Student Achievement**

**Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

**Prompt:** Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Students and parents are introduced to our highly structured curricular and behavioral system in the initial orientation, where assessment and monitoring of every student is based on a standards-based mastery of instruction curriculum. Included in this assessment system is a constant assessment of student behavior, with the SLOs/FACTS Goals as the assessment guide. | ➢ Individualized Learning Plan (scratch off sheet)  
➢ MHS website  
➢ Remind  
➢ Connect Ed  
➢ Infinite Campus  
➢ Parent Project  
➢ Report Cards |
All work the student does is for the purpose of improving their academic abilities. Testing is used regularly to determine if students are making progress. For each assessment, results are shared with the students and tracked through grades and maintained in the Infinite Campus system which can be viewed online at any time by guardians and students.

Mojave High School uses multiple messaging systems through Infinite Campus, Connect Ed and the Remind system to notify parents of various items of interest such as academic progress reports, daily attendance, and upcoming events.

The Mojave High School website is a very detailed informational portal available to the public. This includes events calendars, school and discipline policies, athletic games schedules, counseling information, an online student store, teacher email addresses, etc.

The district mails out SBAC results to parents with explanations of how to read the scores. The local district assists the school with how to use our test results to modify the Single Plan for Student Achievement (SPSA) on a yearly basis. Owing to high student transience, we are concerned that many parents are unaware of their child's test performance especially if they were tested at another school prior to enrolling at MHS. The principal makes a strong effort to inform parents of their child's test results. At this time, a considerable effort is made with regard to informing parents of academic progress, through report cards, and phone calls.

The Parent Project is a resource course for parents raising children in the 21st century. The course helps parents improve their child's attendance and grades, prevent and intervene in destructive behaviors, prevent their child from using drugs and alcohol, among other topics aimed at empowering parents.
Report cards are given at the end of each grading period and are based on student performance on teacher given classroom assignments and assessments. Teachers, parents, counselors and administrators can use these to monitor student academic progress and address student needs.

Formal and informal assessments are used on a regular basis by the Special Education department (teachers and school psychologist). The data that is collected is critical in developing specific learning goals for students during their annual and tri-annual IEPs. Students and parents participate in the development of these goals.

Teachers frequently make phone calls home regarding students’ Response To Intervention (RTI) status. Teachers communicate with parents their expectations and the academic progress of the student.

**Monitoring of Student Growth**

**Indicator:** The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt:** *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

**Findings**

An individualized education plan (scratch off sheet) is created for each student at Mojave when they first meet with the counselor. This document is carried by students at all times and referenced frequently by students and staff to monitor progress towards meeting academic standards, which in turn is interchangeable with credit completion. This sheet has all of the credit requirements for graduation and notes from the counselor regarding possible transfer back to a comprehensive high school and college information. Teachers and the counselor inform students regularly on their progress toward meeting graduation requirements.

SBAC results are used by our English and math departments to determine the level of competence our students have in these two subjects. Teachers use the results of this assessment to modify their instruction to accommodate the needs of the students.
The SBAC results from last spring are a concern for Mojave, especially in the area of math. In their PLC meetings, teachers are addressing how to assist students in improving their achievement. The math department and administration has implemented changes to the schedule of integrated math students to help with their success on this difficult test.

Mojave High School staff inform students and guardians of graduation requirements as well as monitor their grades to ensure students remain on track for graduation. Mojave staff also prepare students for post-graduation life. Students are offered assistance with FAFSA, college entrance applications and placement testing in our Career Center. Teachers also create units of study geared to preparing students for life after high school. At the end of the various grading periods counselors run “D/F” reports to identify students who are not successful and discuss intervention options for these students during SST meetings.

Parents, students, teachers, counselors, and administrators have access to the Infinite Campus program to monitor students’ progress in classes, attendance and progression towards graduation.

Some Special Education students are mainstreamed into general education classes, as determined by the IEP Team, and yearly progress is monitored through IEP meetings and the review of IEP goals.

**Basis for Determination of Performance Levels**

**Indicator:** The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Prompt:** Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

<table>
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<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>Teachers follow the Common Core Standards to</td>
<td>➢ Common Core/State Standards</td>
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<tr>
<td>guide them with the level of their courses.</td>
<td>➢ Single Common Assessment</td>
</tr>
<tr>
<td>They evaluate and assess the students based</td>
<td>➢ Teacher website/syllabus</td>
</tr>
<tr>
<td>on those standards.</td>
<td>➢ Teacher rubrics</td>
</tr>
</tbody>
</table>
Teachers use a variety of strategies to assess students’ academic performance—both formal and informal: standardized testing, exams, quizzes, research projects and project-based assignments, as well as our Single Common Assessment.

Teachers set their own grading scales, though most use the standard A-F scale.

Teachers also use a variety of technologies in order to quickly evaluate student progress towards the learning goals of the unit at hand. These include Read 180, Achieve3000, Lexia.

Rubrics are used to clarify assignment expectations and to evaluate student work. Rubrics are designed independently and collaboratively in department PLCs.
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

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

Appropriate Assessment Strategies

**Indicator:** Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Prompt:** Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

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<th>Findings</th>
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| In the classroom, teachers use a variety of assessments to evaluate student performance and mastery of standards for the length of the course. All teachers use common assessments such as: written exams, rubrics, essays, student presentations, individual and group projects. Teachers also make use of daily classroom assignments such as: daily warm-ups, quizzes, oral readings, participation, rough drafts of writing, quick writes, and constant monitoring of work habits and behavior. | ➢ Quizzes/tests/reviews
➢ Written, oral, and/or Google Slides presentations
➢ Projects
➢ Labs
➢ Observations/questions
➢ Thinking Maps
➢ Posters
➢ WIOA feedback
➢ Odyssey
➢ Single Common Assessment
➢ Response To Intervention (RtI)
➢ Unit Plans (include options for reteaching and enrichment)
➢ Variable pacing of lessons and assignments |

Teachers modify the teaching/learning process through various activities. The Mojave High School staff works as a team in being a standards-based, data driven school. As a group, we have developed a systematic assessment process that uses both quantitative and qualitative data to collect, review, and disaggregate data for improving student performance.

Assessment of the instructional program is continuous throughout the year. Monthly faculty meetings, weekly collaboration/PLC meetings, and monthly Student Study Team (SST) meetings have assessment of the instructional program as a major focus. During these meetings teachers, counseling staff, and administrators bring up ideas where improvement is needed. Both overall school performance and individual student performance is analyzed and any necessary changes are incorporated into the school program.
Student performance is monitored frequently, and performance is shared with parents and students through grading period report cards, continuous graduation progress checks, monthly parent meetings (Breakfast with the Principals) and individual parent conferences.

At Mojave High School, all classes are standards-based. Teachers use a variety of assessment methods for students to achieve desired results. Teachers have specific methods for determining the level of mastery and grades are calculated by the level of understanding. Teachers are constantly evaluating student progress through each grading period. Students are encouraged to self-evaluate their progress and to take the necessary steps with each teacher to improve their performance. Teachers will also mandate that students take the additional time to take corrective steps to improve performance during RtI. In addition to using academic indicators, teachers also monitor student behavior, work habits and use their observations to modify behavior.

**Demonstration of Student Achievement**

**Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

**Prompt:** Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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<th>Findings</th>
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<tbody>
<tr>
<td>Single Common Assessments allow PLC groups to critically analyze student acquisition of content and exchange best practices. Adjustments such as re-teaching and review are then made according to the data.</td>
<td>➢ Lab work</td>
</tr>
<tr>
<td>Students take SBAC practice tests to expose them to the type of test they will be taking, mitigate testing anxiety and increasing the likelihood that students will perform at a higher level when taking a similar test in the spring.</td>
<td>➢ Art Displays</td>
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<tr>
<td>➢ Research Projects</td>
<td>➢ Formative and common assessments</td>
</tr>
<tr>
<td>➢ Teacher-generated assessment data</td>
<td>➢ SBAC Practice Tests</td>
</tr>
<tr>
<td>➢ SBAC Practice Tests</td>
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Grades and overall performance are determined by a combination of class work, tests, quizzes, projects, performance scores and class participation.
**Curriculum-Embedded Assessments**

**Indicator:** The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Prompt:** How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?

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<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Through the PLC process, departments engage in creating Unit Plans with assessments embedded therein. Teachers exchange best practices for improving student performance.</td>
<td>➢ Unit Plans ➢ Individual student formative and summative assessments</td>
</tr>
</tbody>
</table>

Teachers use weekly tests, quizzes and daily assignments in both English and math to assess the progress of students. This individual progress monitoring of students allows instructors to modify their lessons to meet the needs of their students and to request specific tutoring for students (RTI) when individual intervention is needed.

**Student Feedback**

**Indicator:** Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

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<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Student feedback through written reflection, journals, and oral discussion are used by teachers to evaluate student performance. Some teachers conduct one-on-one weekly conferences with students to discuss academic performance in their classroom and provide individualized verbal feedback.</td>
<td>➢ Journals ➢ Written Response ➢ Infinite Campus ➢ FACTS posters ➢ IEPs ➢ SSC sign-in sheets ➢ Student Advisory Panel Resiliency Survey Results</td>
</tr>
</tbody>
</table>

Teachers use the Infinite Campus grading program to provide immediate feedback on assignments and assessments.
Schoolwide learner outcomes are made clear to students by being posted in classrooms and throughout campus.

Special Education Students attend IEPs and provide feedback on their education.

Students attend School Site Council meetings and provide feedback and suggestions regarding the Mojave program.

Mojave High School students participate in the Student Advisory Panel put on by the San Bernardino County Superintendent of Schools. Students share their perspectives on topics relating to their well-being, education and pursuit of their dreams.

Students were asked to complete an online Resiliency Survey at the beginning of the 2016-17 school year. This survey assesses the capability of students to cope successfully in the face of stress-related, at-risk or adversarial situations. Mojave High School recognizes areas for improvement in creating a caring school climate, community cohesiveness and cultural sensitivity.

**Modification of the Learning/Teaching Process**

**Indicator:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

**Prompt:** Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Findings**

- At Mojave High School, all classes are standards-based. Teachers use a variety of assessment methods for students to achieve desired results. Teachers have specific methods for determining the level of mastery and grades are calculated by the level of understanding. Teachers are constantly evaluating student progress through each grading period. Students are encouraged to self-evaluate their progress and to take the necessary steps with each teacher to improve their performance. Teachers will also mandate that students take the additional time to take corrective steps to improve performance during RTI.

**Supporting Evidence**

- PLC sign-in sheets
- Single Common Assessment
- SBAC results
- IEPs
observations to modify behavior.

PLC teams review results of the Single Common Assessment to discuss best practices and modify instruction based on student need.

Mojave High School administration, leadership team and staff review SBAC result data to identify areas of needed growth as action items that affect school decisions and support student learning. IEPs evaluate a student’s learning acquisition and current skill level and are performed periodically to determine improvement and reassess needed areas of learning.
D3. Using Assessment to Monitor and Modify the Program
Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings  Supporting Evidence
Mojave High School works in tandem with HUSD and the rest of the school community in its assessment and monitoring system of student achievement and progress.

During the initial student/parent orientation, information is given about our standards-based school curriculum, expectations for our students, what the expected schoolwide learning results for students are, and how assessment is based on mastery of the course content.

Parents are continuously informed on student progress with grade reports and grad checks being sent out approximately every four weeks. Parents are also encouraged to call or visit the school at any time to inquire about their child’s progress.

SBAC results are sent to parents by the district, and the school district works with the principal in collecting and analyzing the test data. The district also assists the school in using the assessments to modify the yearly Single Plan for Student Achievement (SPSA).

The Hesperia Unified Board, district administration, and staff are able to monitor progress of schools and students through Standardized Testing including Smarter Balanced (SBAC) via Illuminate.
Student Attendance Review Board (SARB) monitors absences and tardies to insure student accountability and may send frequent abusers to the court system. Student attendance which is vital to learning, however, SARB needs to be consistently implemented so that it can be more effective.

Schoolwide Modifications Based on Assessment Results

**Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**Prompt:** Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The main purpose of continuation schools in HUSD is to ensure credit</td>
<td>➢ Assessment Data</td>
</tr>
<tr>
<td>deficient, “at‐promise” students have the tools and opportunity to</td>
<td>➢ Department Meetings</td>
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<tr>
<td>remain in school and earn their high school diploma. That goal is</td>
<td>➢ Allocation of Funds</td>
</tr>
<tr>
<td>reflected in our Mission, Vision, and SLOs/FACTS Goals. At Mojave High</td>
<td>➢ RTI Rubric</td>
</tr>
<tr>
<td>School, student achievement is the primary goal. As such, student data</td>
<td>➢ Read 180</td>
</tr>
<tr>
<td>is used to drive the instructional program, determine its</td>
<td>➢ Read Plus</td>
</tr>
<tr>
<td>effectiveness, and guide the allocation of all resources used to</td>
<td>➢ Lexia</td>
</tr>
<tr>
<td>support student achievement. Administration has been generous with</td>
<td>➢ Achieve3000</td>
</tr>
<tr>
<td>utilizing funds to expand the learning process through field trips and</td>
<td>➢ Pass/Fail Data</td>
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<td>instructional support materials.</td>
<td>preadsheet</td>
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From the time a student enrolls, student data is used to develop the proper instructional program for the student.
ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs.

Summary:

Educators at Mojave High School use a variety of instructional and assessment practices to determine student mastery of Common Core Standards in each of the content areas. Educators use both teacher created and district created assessments to monitor learning. The ongoing monitoring and reporting of student progress directly impacts the ability of the teachers and school to address the critical learner needs. Through the use of technology, students receive timely, and often, instantaneous feedback of their assessments through the use of electronic reading programs, Illuminate assessment camera scanning and Infinite Campus grade reporting. Student progress is shared with all appropriate stakeholders. Communication is an ongoing effort which includes administration, educators, counseling, parents/guardians, students, district personnel and the Hesperia community.

Prioritize the strengths and areas of growth for Category D.

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

- Student Communication - Staff consistently communicates expectations and provides feedback to students regarding unit production, academic achievement, and progression towards graduation.
- Response to Intervention (RTI) - A strength of the Mojave High School program is the ability to utilize the RTI program to differentiate and individualize instruction for students to further monitor and assess academic progress.

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

- Parent Communication - Although staff regularly make phone calls home to parents regarding RTI and academic progress, Mojave teacher/guardian communication would benefit from a more consistent approach.
- Departmental Meetings - Mojave High School staff meet regularly to discuss student achievement and direct educational programs; however, more time is needed within core academic departments to analyze student data and share best practices.
- Academic Individualization - Staff continually needs to find, implement, and analyze new ways to assess student educational needs when they enroll at Mojave High School.
E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
Category E: School Culture and Support for Student Personal and Academic Growth

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

E1. Parent and Community Engagement Criterion

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

Regular Parent Involvement

**Indicator:** The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

**Prompt:** Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

### Findings

New students and their parents are given a detailed orientation where the school program is fully explained, and the parents are encouraged to become involved at Mojave. Opportunities for formal involvement (i.e. parent conferences, School Site Council membership, etc.) are given and an invitation is given to parents to visit or call the school at any time. The school website offers a link to Infinite Campus which enables parents to get up-to-date information on grades and attendance.

The Local Control and Accountability Plan or LCAP is a critical part of California’s new Local Control Funding Formula (LCFF). Mojave High School encourages parents and community stake holders to give regular input at its annual LCAP meetings. LCAP meetings are combined with Mojave High School’s annual Top 20 Dinner and awards night. All parents receive personal invitations to attend. The LCAP is a three-year, district-level plan that is updated annually. The plan describes the school district’s key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

MHS School Site Council gives parents the opportunity to

### Supporting Evidence

- Teacher contact with parents
- ED Connect phone system
- Infinite Campus with Parent Portal
- School website with email access to MHS staff
- LCAP
- School Web page on district web site: www.mojavehigh.org
- Back to School Night
- Breakfast with the Principal
- DELAC/ELAC agendas
- School Site Council minutes, categorical funds
- Parents/Guardians of EL students are contacted by mailers and phone and invited
help determine the use of categorical monies and give input on student and school concerns. Our parent members meet each semester with the council to discuss the approval of our budget each year.

Non-English speaking parents are invited to attend/join Mojave High School’s ELAC meetings as well as the HUSD DELAC meetings.

The Infinite Campus site has a link where parents can email teachers directly.

Use of Community Resources

**Indicator:** The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

**Prompt:** *How effective is the school use of community resources to support students?*

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<th>Findings</th>
<th>Supporting Evidence</th>
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| Mojave High School partners with several businesses and community organizations to support students academically, socially, and to promote college-and-career readiness. A full-time career center specialist is devoted to providing all graduating seniors with tools to receive priority registration at the local community college (Victor Valley College) through the Bridge Program. Mojave High School students have been granted the ability to take Victor Valley College’s Assessment in the MHS Career Center. | ➢ Career Fair  
 ➢ WIOA  
 ➢ Bridge Program  
 ➢ Scholarship Awards Dinner  
 ➢ Field Trips (ITT, VVC)  
 ➢ Learning Garden  
 ➢ FAFSA seminars |

Additionally, within the MHS Career Center, all seniors are invited to have one-to-one FAFSA tutorials which helps prohibit their student’s lack of financial resources from being a barrier to continuing their education at the next level. Parents are strongly urged to attend all FAFSA-related appointments, seminars, and workshops.

Mojave High School has partnered with the Mojave Water Agency to create a Learning Garden on their 4-acre campus. A grant of $17,000 was received and several guest speakers in the industry frequent the Mojave campus in an effort to provide resources for the school’s Project Based Learning centered around the Learning Garden project.

Mojave High School partners with over 80 local businesses
through its Workforce Innovations Opportunity Act (WIOA) grant that assists MHS students and alumni in education, training, and job opportunities. The grant was written and facilitated by Mojave High School administration, teachers, and classified staff.

Annually, Mojave High School students receive over $140,000 in assistance through our scholarship program and the WIOA program. The monies range from tuition reimbursement, paid training and seminars, and paid on-the-job work experience.

Mojave offers an extensive array of resources to students. This includes a Career Center that is committed to career exploration and participation in the VVC Bridge Program. MHS walk students through secondary educational opportunities, which includes priority registration at VVC and exposure to an array of CTE opportunities.
E2. **School Environment Criterion**

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

**Safe, Clean, and Orderly Environment**

**Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt:** Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

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<th>Findings</th>
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<tr>
<td>Mojave High School’s number one priority is to provide a clean, safe, and secure campus for its students, staff, parents, and community members. Since that last full accreditation process six years ago, MHS has added a full-time police officer who is devoted to ensuring the safety of all stakeholders. The officer is proactive in dealing with cyber bullying, conflict mediation, perimeter security, drug and alcohol awareness and emergency preparedness. Mojave High School has activated an SOS/Centurion Alert System that is strategically placed throughout various classrooms. The emergency notifications alert system allows staff the technology to notify authorities without being encumbered by the limitations of internet, cell phone, and traditional text messaging technologies. It gives users an unprecedented level of protection, allowing them to dispatch emergency help in an instant with the touch of a button. The campus is also outfitted with 16 security cameras.</td>
<td>➢ Centurion Alert System  ➢ Full-time school police officer  ➢ Video surveillance cameras  ➢ Classified staff interviews  ➢ Observation  ➢ Campus Assistants  ➢ School two-way radios  ➢ Emergency alert system in place  ➢ Scheduled drills  ➢ Quarterly Safety meetings  ➢ One controlled entrance to MHS campus  ➢ Visitor check-in process  ➢ Restroom escorts  ➢ Separate lunches for AIIIM, MHS and CDS  ➢ Restrooms are monitored periodically  ➢ Dress code  ➢ Equipment/furniture is routinely inspected and maintained in</td>
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The classified staff is a vital part of our positive school culture. They are the first staff members a student and parent encounter, and their friendliness and helpful attitude set the proper tone. The students feel the caring attitude of MHS staff.

Campus Assistants take the initiative to communicate with students on a regular basis. Getting to know students and their personalities help campus assistants to recognize when a student is acting out of character. Campus Assistants have strong working knowledge of classroom
rules and behavior expectations of students.

Campus Assistants are often used as the first line of intervention (post teacher counseling) in de-escalating angry students. Many times the Campus Assistants prevent conflicts and calm students so that they may safely return to the academic environment.

Campus Assistants are well trained in identifying gang attire/behavior and although there is a known gang presence in the community, our staff strives to keep gang activity off campus, creating a “safe zone” for all students.

Mojave High School has a highly structured academic and behavioral program with clearly defined rules and consequences. Consistency in administration of rules provides a structure that is lacking in many students’ lives. A priority is set for handling classroom disruptions as they take time away from learning.

Through diligent observation, Campus Assistants recognize potential safety issues and alert administration.

The campus population is known and non-students are easily identified.

Probation officers make regular visits to check on students.

Mojave has one HUSD on-site police officer assigned to the site from the district police department and the probation officers are available on an “as needed” basis and regularly make unscheduled visits to the school. MHS and HUSD policies are clearly outlined in the student handbook. These policies cover a broad range of topics from attendance, bullying, discipline, electronic devices, dress code and disaster preparedness to name a few. An electronic copy of the handbook is available to students, parents and the community on the school website.

Student orientation includes review of MHS policies and procedures.

The staff is proactive in dealing with student behavior. All staff will alert administration immediately and quietly when they observe students acting in a suspicious manner.

good working order.
➢ Removal of Graffiti
➢ Small campus environment
➢ Closed MHS campus
➢ Frequent probation visits
➢ Student/Parent Rights and Responsibilities Handbook is distributed
➢ MHS Student Policy Handbook
➢ Class rules and procedures are discussed with students
➢ Behavioral contracts
➢ Internet Safety Agreement
➢ Firewalls
The administration will then call the students into the office and investigate. The follow-up information is shared with staff through e-mail messages.

The discipline policy, in addition to being proactive, is also progressive in nature and geared toward students learning to accept responsibility for their actions. Except for mandatory expulsion offenses and multiple fights, the disciplinary policy always gives students an opportunity to change their behavior, making this policy an additional part of the learning process at school. Students learn about self-discipline, responsibility and how to take corrective action in their lives.

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

During the 2014-2015 school year Mojave High School was randomly selected to participate in a civil rights compliance evaluation. A member of the state government agency came to MHS and confirmed students are offered equal access to facilities and resources. During the visit, the evaluator looked over MHS policies, walked through our facilities and interviewed various individuals, including students. There were no major violations found and two corrections were recommended by the committee: making the sinks in the staff restrooms and a portion of the front office counter wheelchair accessible.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
### Findings

All students and parents are provided a formal orientation which includes an overview of MHS policies, procedures and academic programs. Academic standards and Schoolwide Learner Outcomes (SLO’s) are reviewed. Staff adheres to school policies in daily campus life.

Staff members work collaboratively to improve the culture of the school. All staff provides opportunities for parents to support students.

Students have frequent feedback on how they are achieving their academic goals.

Students and staff develop a relationship of trust and respect.

Staff have a positive and accepting attitude toward student situations and needs.

The focus of our staff is to enable students to move forward to graduation and a successful post-graduate life.

### Supporting Evidence

- Orientation packet
- Site Handbook
- Use of academic standards in curriculum
- Use of a variety of academic assessment tools
- Classroom rules and teacher expectations are explained to students.
- Discipline records for student consequences
- Regular attendance at minimum day staff meetings
- Academic standards alignment with district traditional high schools
- Parent/teacher conferences and phone calls home promote support of parents
- Parents are encouraged to visit school with their student
- 8 grading periods
- Students accept the consequence of re-doing work that does not meet standards
- Staff performs formal and informal student conferences
- School grounds/property are aesthetically maintained
- Students are encouraged to contribute and participate in classroom discussions
Atmosphere of Trust, Respect, and Professionalism

**Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**Prompt:** *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| In the Spring of 2016, Mojave High School conducted a *Student Voice* project which was initiated to provide opportunities for students to provide feedback on school operations in six primary areas: relationships, communication, supportive staff, true leadership roles, student leadership with real power, and constructivist learning. While most schools gather data from many sources, such as surveys, public opinion, and legislators, there is not always a concerted effort to “hear” students. The process began with a student survey of seven to twelve questions in each of the six areas. The intent was to administer this survey to all students and, after examining the results, meet with a cross-section of students to discuss the topics at a deeper level. While questions for the cross-section of students were prepared, the intent was to have more of a free-flowing dialogue on the topics and give students the opportunity to speak freely about their school and education as a whole. Two hundred, twenty-three students, out of approximately 300, completed the survey in early March, 2016. The data was analyzed and the follow-up questions were developed. The follow-up dialogue session was scheduled for March 29, 2016 at Mojave High School. Twenty students, a cross section chosen by site administration, participated in the dialogue session, facilitated by Dave Olney, Assistant Superintendent of Innovative Technology and Communication, and Robert McCollum, Director of Secondary Education, Curriculum, Instruction and Assessment. Also present were Nate Lambdin, Principal, Olga Fisher, Assistant Principal, and Patty Vander Kamp, Counselor. Jovy Yankaskas, Assistant Superintendent of Education Services joined as an observer. The survey results indicate that MHS students feel that relationships among each other and with staff are very positive. They feel that the school recognizes students for achievements (87%), that staff provides honest and constructive feedback (76%), and that the adults on campus care about the students (77%). This was | ➢ Graduate recordings/thank you cards
➢ Student Voice Survey
➢ RtI
➢ PLC
➢ SST
➢ Parent conferences
➢ 18 year old hearings
reinforced at the student dialogue session where students repeatedly emphasized the positive relationships at Mojave High School. The participants spoke of the smaller school and class sizes, teachers who really cared and respected the students, the counselor who always makes time for the students, and the overall positive culture on campus. Participants explained that teachers respected them, almost like friends and, while the teachers maintained a line of authority, they were more apt to listen to the students and adjust their teaching style to meet the needs of the individual students. The staff is positive and it rubs off on the students who adopt those positive attitudes. The participants felt that students at Mojave are like family, they support one another and motivate each other. They did not see race as an issue and made a big distinction between students trying to fit into different groups at larger high schools and how students at Mojave all come together and support one another. All of the participants in the dialogue group felt comfortable speaking about any topics with students or staff.

Mojave is comprised of a student centered staff that treats each student as an individual and human being. Graduating students often reflect and voice their appreciation towards the staff for believing in them and preparing them for their next step in life. Many graduating seniors write thank you cards to their teachers.

Students are given every opportunity to succeed through the RtI program at Mojave. The staff works together as a PLC team with frequent meetings and available time to discuss student needs and concerns. Students can meet with teachers in a small setting to get additional support, clarifications, and modifications to assist them in meeting the learning objectives. Mojave staff also meets after each grading period to discuss those that are struggling and celebrate those that are excelling. From these discussions, the staff is able to schedule parent conferences, address student scheduling needs, take administrative action and implement many other modes of intervention. The success and growth of the student is always at the forefront.
E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career AIM. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings

Mojave High School’s Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with identification of struggling learners in all subject areas. Identification takes place through formal and informal assessments, and lack of successful credit-production in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists during Mojave High School’s period 5 time slot. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: the process is data-driven and based on validated methods, involves a broad base of stakeholders, and is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).

Students are provided post-graduate opportunities and

Supporting Evidence

➢ ASB
➢ Professional counselor on staff
➢ Open door policy of administrators
➢ HDAAA (Athletic conference)
➢ Work Experience through WIOA and Workability programs
➢ ROP
➢ Child Development classes
➢ College Fair
➢ Career Fair
➢ Bridge Program
➢ Concurrent Enrollment with VVC is encouraged
career options. They are also encouraged to participate in sports (football, softball and soccer).

Students are also encouraged to participate in activities including Red Ribbon/Spirit week and field trips including trips to San Joaquin Valley College and Victor Valley Community College.

ROP programs are offered on the back campus of Mojave.

Workability Program is offered to Special Education students.

**Direct Connections**

**Indicator:** The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

**Prompt:** Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

**Findings**

Every-other year Mojave High School has invited all stakeholders to participate in Rachel’s Challenge. Rachel's challenge is a program that helps create a school climate less susceptible to harassment, bullying, and violence. Additionally, students and staff are exposed to the Teen Truth Program. Guest speakers from the Teen Truth reach out to students and focus on empowering student voice, enhancing school culture, and building student resilience.

Students are welcomed to Mojave through an orientation process where they meet with our counseling staff and are assessed for proper academic placement. During this process staff is able to assess if additional resources are needed for students and parents. Students are introduced to scratch-off-sheets, which are periodically reviewed and keeps them on track for credit recovery/graduation.

In the Fall 2016, MHS and the HUSD implemented a program called OnBoard. The program is based on psychometrically tested Resiliency. One component is entitled Assessing Developmental Strengths. The section

**Supporting Evidence**

➢ K-12 Bridge Program
➢ College and Career Center Presentations
➢ Foods and Nutrition
➢ SELPA
➢ On-site school psychologist
➢ OnBoard
➢ Rachel’s Challenge
➢ Teen Truth
➢ Kaiser Permanente Educational Theatre
➢ Full-time Career Center Specialist
➢ Scholarship Committee
➢ District Parent Support
➢ Transitional-aged Youth Center (Dept. Behavioral Health)
questionnaire continues to be utilized in research that enriches the archives of data in support of resilience and a strengths-based approach. Resilient students and engaged staff are more committed, successful, and healthier and excited to show up at school and less likely to have behavioral, performance and mental health concerns.

The MHS Career Center offers guidance through the K16 Bridge Matriculation process which gives students preferential registration at VVC. The Career Center Specialist walks students and parents through the financial aid process and offers scholarship support.

Mojave staff coordinates quarterly meetings for our Spanish speaking parents through English Learner Advisory (ELAC) and the district’s DELAC committees. Parents help to create the agendas for these meetings based upon their particular needs in supporting their students.

MHS provides after-school transportation for students that stay after the regularly scheduled academic day for RtI or enrichment opportunities.

Support and Intervention Strategies Used for Student Growth/Development

**Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt:** Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Students meet with the counselor on a regular basis to insure the appropriate classes are being taken to meet graduation requirements. Communication with parents/guardians is a priority. Patents have many opportunities to get involved with the site. Teachers review scratch-off sheets with students as needed help facilitate instruction and to ensure academic plan is on track. | ➢ Report Cards  
➢ Progress Reports/Unit Cards  
➢ Connect Ed(auto phone system) announcing testing dates  
➢ Tutoring  
➢ Individual Learning Plans (ILPs) are |
Support Services and Learning

**Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**Prompt:** Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| The staff engages in Professional Learning Communities (PLCs) twice a week. In these communities, the teams discuss the best practices for different students and develop a plan of action for individuals who may be falling behind. | ➢ PLC  
➢ SST  
➢ RtI |

Once after each grading period, Mojave staff conducts a Student Support Team (SST) meeting. During these meetings, teachers, counseling staff, and administrators bring up areas where improvement is needed. Individual student performance is analyzed and any necessary changes are incorporated into the appropriate classrooms.

Students are given every opportunity to succeed through the RtI program at Mojave. The staff works together as a PLC team with frequent meetings and available time to discuss student needs and concerns. Students can meet with teachers in a small setting to get additional support, clarifications, and modifications to assist them in meeting the learning objectives. Mojave staff also meets after each grading period to discuss those that are struggling and celebrate those that are excelling. From these discussions, the staff is able to schedule parent conferences, address student scheduling needs, schedule administrative action and discuss other modes of intervention. The success and growth of the student is always at the forefront of staff communication and interaction.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**
Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>The master schedule is a living document as it is adjusted to meet student needs. In order to ensure that Mojave High School remains a Tier I intervention for struggling students, class size is limited to approximately 25 students.</td>
<td>➢ Department recommended master schedule</td>
</tr>
<tr>
<td>A unique A/B schedule was formulated with student input as a means to provide a credit-recovery component. Credit production has steadily increased with the creation of the A/B schedule.</td>
<td>➢ RtI ➢ PLC ➢ Enrichment ➢ A/B Block Schedule ➢ Integrated Math ➢ Odyssey ➢ 8 Grading Periods ➢ American Job Center ➢ San Bernardino Valley College ➢ Adult Education ➢ Credit Recovery ➢ Unit Plans</td>
</tr>
<tr>
<td>To increase employability and create opportunities for students to have career pathways, Mojave High School has partnered with the Economic Development and Corporate Training Center at San Bernardino Valley College. Students receive certification and college credits in such areas as manufacturing skills, and logistics technology.</td>
<td>➢ WIOA ➢ Number of graduates ➢ K-12 Bridge Program ➢ Next Generation Science Standards Implementation</td>
</tr>
</tbody>
</table>

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

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<th>Supporting Evidence</th>
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<tr>
<td>Mojave High School counselor, administrators, teachers, coaches, and support staff are all very proactive in encouraging and maintaining student involvement in curricular/co-curricular activities and student support services. MHS Staff understand the barriers particular to our student population due to poverty, lack of</td>
<td>➢ WIOA ➢ Number of graduates ➢ K-12 Bridge Program ➢ Next Generation Science Standards Implementation</td>
</tr>
</tbody>
</table>
transportation, and low parent involvement. With this in mind, the staff actively seeks out students to participate in support services such as anger management classes and drug and alcohol awareness. Additionally, the counseling office and the district Parent Center provide information on community support programs, health care, parenting classes and a variety of other resources available for families in need.

Each year the Art Department participates in the San Bernardino County Fair, and the Festival of the Arts. This gives the students opportunity to display their Art & take pride in the public’s appreciation of their work.

Annually, teams of students solve one of six open-ended Challenges in the fields of STEM, fine arts and service learning and present their solutions at tournaments.

Mojave High School Robotics Program is designed to build not only science and technology skills and interests, but also self-confidence, leadership and life skills among high school-aged youth. Teams build robots from parts provided and enter them in a series of competitions that involve not only the operation of the robots, but also presentation of a variety of other associated team activities, including computer animations, activities to increase the appreciation of science and technology throughout the school and community. The goals of the program include an increased awareness and interest in science and technology, increased college going and potentially a focus on science and engineering careers, and the development of a set of attitudes and skills and the ability to work together within a team and to work cooperatively with those on other teams, including potential competitors.

Each Monday, a team of MHS students learn to work and develop personal and professional skills including design, engineering and sportsmanship through the Auto Engineering Program that utilizes 1/10 scale slot car model racing as their laboratory environment.
ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and Supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs.

Summary:

Mojave High School’s campus fosters student support, academic engagement, and socialization with the goal of creating better citizens for our community. Mojave High School is highly regarded for both the quality and quantity of its intervention and support services. Programs under the Mojave umbrella include the general Mojave day program, CAL-SAFE program, Mojave Applied Intensive Intervention Model (AIIM), Twilight Program, and Work Transition Program (WTP). MHS exceeds the number of instructional minutes required for a continuation high school. All MHS students attend full time, five days a week. The relatively small class sizes benefit students, as more individualized attention can be placed on their academic success. MHS continues to help students in their post-secondary quest with the goal of enrolling all students in the Bridge Program in partnership with Victor Valley Community College which allows for preferential registration and helps alleviate a strenuous process of enrolling and obtaining classes at a college campus.

Mojave High School has been active in planning field trips to sites off campus such as ITT campus visits, Universal Technical Institute campus visit, Victor Valley Community College CTE visits, California Science Center, Latino Book Festival at CSU San Bernardino, and a visit to the USS Iowa museum. Mojave High School continues to expand their partnership with the Regional Occupation Program (ROP) that is located on the Adult Educational Center located directly behind the Mojave High School campus. Students are able to participate in cosmetology, dental assistance and pharmacy technical assistant courses. Additional ROP courses are available to MHS students at other HUSD school sites. The staff at Mojave High School employs a wide range of strategies to encourage family, business, industry, involvement. This also includes the non-English speaking parents. The school sets high expectations for all students and an emphasis is placed on continuous school improvement.

The school has existing policies and regulations that ensure a safe, clean, and orderly environment. The school establishes an atmosphere of trust, respect, and professionalism. It is the school’s endeavor to foster skills in all students through differentiated instruction that lead to college and career readiness by capitalizing on their special talents and strengths. Mojave High School has formulated support services, activities, and opportunities to ensure continued student growth. The school aligns both academic and social standard to achieve post high school success for students. May services are employed such as counseling/advisory, articulation, psychological, vocational, referral services, and health services.
Prioritize the strengths and areas of growth for Category E.

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

- Campus is safe, clean, orderly and welcoming, with a positive and safe environment for students, staff and visitors
- There are numerous opportunities for students to be involved in clubs, sports, and a variety of activities
- There is frequent communication with staff, parents and students via multiple mediums: Infinite Campus, mojavehigh.org, Remind, Twitter, direct mailings, email, phone calls, parent meetings, and Illuminate
- Programs that celebrate academic achievement, i.e. Top 20 dinner, Scholarship Awards Night, Most Improved Students of the Grading Period, Coyote of the Month Award.
- Many supports are provided for struggling students including Rtl, support meetings for parents, Saturday Enrichment, math and reading intervention teachers, and group sessions for social and emotional support provided by community entities.

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

- Continue to build and increase community connections and programs to prepare students for careers and college.
- Continue to provide access tutoring and counseling services with our students while providing a means to follow up with them and provide additional help as needed.
- Find further ways to provide all students the support they need through the use of Title I funding.
Schoolwide Areas of Strength from Categories A through E

- At Mojave High School culture is characterized by high expectations for all students, regardless of individual differences.
- Students have the opportunity to take a variety ROP classes and participate in co-curricular activities.
- Positive student morale and a feeling of school pride pervade the campus
- Strong staff and a commitment to creating partnerships throughout community to improve student achievement.
- Increased use of data that drives instruction and student learning.
- ROP/Vocational education course offerings provide MHS students with a focused pathway to a future career or higher educational opportunities.
- Student conduct adheres to school expectations and values
- Standards-based instruction is evident in classes.
- Common assessment are established in core curricular areas.
- School environment is well maintained and conducive to a positive learning atmosphere
- Staff and students are mutually supportive and committed to a school improvement program.
- RtI program is in place to help underachieving students get additional support.

Prioritized Areas of Growth Needs from Categories A through E

- As the rigor of the coursework and size of school grows, we must continue to provide interventions, strategies and motivational tools in order to maintain the school's culture of high achievement as well as support student academic growth.
- Continue to focus on the professional development that outlines specific knowledge and implementation of anchor standouts across content areas.
- Strategies and programs need to be developed to address the academic achievement gap that persist for underrepresented minorities and at-risk students in all class.
- Continue develop career pathways of and establish Mojave as a School of Business and Entrepreneurship.
- Encourage students and parents, especially English Learners, to be more involved in academic planning and preparations for college and careers.
SCHOOLWIDE ACTION PLAN

CHAPTER 5

The development of the Mojave High School Action Plan like the rest of the Self Study and Single Plan for Student Achievement (SPSA) was the result of work done collaboratively, and was based on careful evaluation of school demographics and achievement data. The Leadership Team met to compile, organize, and formulate steps that reflected our identified areas of growth in order to increase student achievement and ensure mastery. In addition to the Success Indicators, the Single Plan for Student Achievement, and the Schoolwide Action Plan will be a vital instrument for increasing student achievement over the next years.

Our Action Plan has identified three major goals, derived from the WASC Self Study, data analysis, Single Plan, and measurement of the school’s achievement of our Schoolwide Learner Outcomes. The first goal focuses on increasing rigor, the second goal focuses on Improving student attendance and performance through a systematic process of data analysis, and the third goal focuses on safe and healthy learning environment.

The Leadership Team will monitor the progress of the Schoolwide Action Plan annually aligning it with our Single Plan for Student Achievement. The school leadership will make sure there is a calendar of meetings and agendas to reflect and review progress, provide student achievement data for review and analysis, and disseminate information to all community shareholders. Recommendations for modification of the Schoolwide Action Plan, as well as, the Single Plan for Student Achievement, will be reviewed when data analysis suggests change is evident, modifications are necessary and/or district mandates need to be implemented.

Critical Area #1: Increase Rigor

Increase the consistent use of rigor across the curriculum to improve student learning. Prepare students for career and/or college readiness through rigorous curriculum that is aligned to the State Standards; Increase graduation rates and/or transition students back to their home schools.

Critical Need: MHS is committed on providing meaningful and relevant instruction for all students through engagement and state aligned curriculum

Area of Growth: Increase data analysis through student data to improve instructional supports for academic success for all MHS students.

Rationale:

> 93% of 11th graders did not meet standards in Mathematics in 2016 on the SBAC.
> 57% of 11th graders did not meet standards in English in 2016 on the SBAC.
> 83% of students scoring moderately below grade level in reading.

SLOs:

#1 Foundation
#2 Achievement
#3 Character
#4 Transition
#5 Skills
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
<th>Responsible Personnel</th>
<th>Resources</th>
<th>Means of Progress Evaluation</th>
<th>Means of Monitoring and Reporting Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish support programs to assist students who are underachieving:</td>
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</tr>
<tr>
<td>• Continue to monitor students in RtI</td>
<td>-Initial Planning: Spring/Fall 2016</td>
<td>-Principal</td>
<td>School Budget</td>
<td>Master Schedule</td>
<td>-WASC Action Plan</td>
</tr>
<tr>
<td>• Provide and communicate availability of additional extended learning</td>
<td>-Phase I of Implementation: August 2016 – June 2017</td>
<td>-Leadership Team</td>
<td>-LCAP Funds</td>
<td>-Single Plan for Student Achievement</td>
<td>-Single Plan for Student Achievement</td>
</tr>
<tr>
<td>opportunities, including tutoring and interventions before, during, and after school.</td>
<td>-Spring 2016 – June 2023</td>
<td>-Instructional Staff</td>
<td>-School Support Personnel</td>
<td>-School Site Council</td>
<td>-School Site Council</td>
</tr>
<tr>
<td>• Explore research-based interventions to increase academic achievement of</td>
<td>-April 2016 – June 2023</td>
<td>-Counselor</td>
<td>-Community Resources</td>
<td>-Leadership Team</td>
<td>-Leadership Team</td>
</tr>
<tr>
<td>EL students</td>
<td>-August 2016 – June 2023</td>
<td></td>
<td>-Local District Funds &amp; Personnel</td>
<td>-Faculty Meetings</td>
<td>-Faculty Meetings</td>
</tr>
<tr>
<td>• Expand schoolwide Saturday Academy</td>
<td></td>
<td></td>
<td>-Educational Research</td>
<td>-School Website</td>
<td>-School Website</td>
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<tr>
<td>• Investigate and utilize available resources in the community to mitigate</td>
<td></td>
<td></td>
<td>-Regional Occupational Centers</td>
<td>-Email Communication</td>
<td>-Email Communication</td>
</tr>
<tr>
<td>behavior that hinders student achievement</td>
<td></td>
<td></td>
<td>-Community Agencies</td>
<td>-Parent Conferences</td>
<td>-Parent Conferences</td>
</tr>
<tr>
<td>• Continue to explore strategies to increase parent involvement</td>
<td>-Annual Review: Fall/Spring 2016 – 2023</td>
<td></td>
<td>-Adult School</td>
<td>-LCAP meetings</td>
<td>-LCAP meetings</td>
</tr>
<tr>
<td>• Continue to provide parents with assessment data and ensure they understand data</td>
<td></td>
<td></td>
<td>-Parent Associations</td>
<td>-ELAC meetings</td>
<td>-ELAC meetings</td>
</tr>
<tr>
<td>• Analyze data to assess effectiveness of any support program we implement</td>
<td></td>
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<td>-SST</td>
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<tr>
<td>Action Steps</td>
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<td>Resources</td>
<td>Means of Progress Evaluation</td>
<td>Means of Monitoring and Reporting Progress</td>
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<td><strong>Incorporate into the schoolwide professional development plan additional means to increase rigor:</strong></td>
<td>- Initial Planning: Spring/Fall 2016</td>
<td>- Principal</td>
<td>School Budget</td>
<td>Master Schedule</td>
<td>- WASC Action Plan</td>
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<tr>
<td>• Continue to train staff on how to analyze data and use results to drive instruction</td>
<td>- Implementation: August 2016 – June 2017</td>
<td>- Leadership Team</td>
<td>- LCAP Funds</td>
<td>- Single Plan for Student Achievement</td>
<td>- Single Plan for Student Achievement</td>
</tr>
<tr>
<td>• Develop skills and practices in designing rigorous, standards-based lessons and activities that address the needs of all students</td>
<td>- Annual Review: Fall/Spring 2016 – 2023</td>
<td>- Instructional Staff</td>
<td>- School Support Personnel</td>
<td>- School Site Council</td>
<td>- SST</td>
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<tr>
<td>• Incorporate more teacher-led workshops on differentiated instruction and integrating technology</td>
<td></td>
<td>- Counselor</td>
<td>- Community Resources</td>
<td>- Leadership Team</td>
<td>- Leadership Team</td>
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<tr>
<td>• Implement strategies to improve reading and writing across the curriculum through implementation of research-based instructional practices</td>
<td></td>
<td></td>
<td>- Local District Funds &amp; Personnel</td>
<td>- Faculty Meetings</td>
<td>- Faculty Meetings</td>
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<tr>
<td>• Provide additional training on strategies to improve achievement for EL</td>
<td></td>
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<td>- Educational Research</td>
<td>- School Website</td>
<td>- School Website</td>
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<tr>
<td>• Present strategies to implement project based interdisciplinary activities throughout the curriculum</td>
<td></td>
<td></td>
<td>- Regional Occupational Centers</td>
<td>- Email Communication</td>
<td>- Email Communication</td>
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<tr>
<td>• Analyze data to ascertain if Action Steps are successful</td>
<td></td>
<td></td>
<td>- Community Agencies</td>
<td>- Parent Conferences</td>
<td>- Parent Conferences</td>
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<td>- Parent Associations</td>
<td>- LCAP meetings</td>
<td>- LCAP meetings</td>
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<td>- ELAC meetings</td>
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Critical Area #2: Improve student Attendance and Credit Completion through a systematic process of data analysis to drive instructional classroom pedagogy and curriculum.

Critical Need: A review of attendance data revealed that there is a strong correlation with credit completion rate – students with higher rate of attendance show more progress in completing core academic courses.

Area of Growth: Increase Average Daily Attendance (ADA) Schoolwide

Rationale: Mojave High School Average Daily Attendance is at 84%

SLOs:

#1 Foundation
#2 Achievement
#3 Character
#4 Transition
#5 Skills
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<tr>
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<th>Means of Monitoring and Reporting Progress</th>
</tr>
</thead>
</table>
| **Provide support to identify and minimize barriers with attendance and credit completion:** | - Initial Planning: Spring/Fall 2016  
- Phase I of Implementation: August 2016 – June 2017  
- Annual Review: Fall/Spring 2016 – 2023 | - Principal  
- Leadership Team  
- Instructional Staff  
- Counselor | - School Budget  
- LCAP Funds  
- School Support Personnel  
- Community Resources  
- Local District Funds & Personnel  
- Educational Research  
- Regional Occupational Centers  
- Community Agencies  
- Adult School  
- Parent Associations | - Parent Survey  
- Parent Participation Data (meeting attendance, agendas, phone logs, etc.) | - WASC Action Plan  
- Single Plan for Student Achievement  
- School Site Council  
- SST  
- School Website  
- Email Communication |
|  - Conduct parent in-services on interpreting assessment results  
  - Develop additional parent workshops during and after school on how to support student achievement  
  - Continue to communicate school resources, academic progress, and support services  
  - Provide and communicate availability of additional extended learning opportunities, including tutoring and interventions before, during, and after school  
  - Maintain partnerships and promote concurrent enrollment with local community colleges and occupational centers  
  - Continue to monitor student progress through SST  
  - Consider revising bell schedule to allow more time to take more classes  
  - Develop additional rewards and incentives  
  - Continue with Saturday Recovery Days. |
Critical Area #3: Create a Safe and Healthy Learning Environment at Mojave High School

Critical Need: Data utilized to form this goal is the everyday interaction of all Mojave High School stakeholders and results from stakeholder surveys, California Healthy Kids survey results, Physical Fitness test results, administrative and staff visual observation reports, and meeting minutes/notes from communication between stakeholder groups and the annual suspension and expulsion rate data evaluation.

Area of Growth: Decrease 48900 a(1) and 48900(i) infractions.

Rationale: Analysis of data indicates an ongoing need for Mojave High School administration, school police, support staff, and local law enforcement to offer information related to staff development and awareness as needed to maintain a safe, drug free, healthy, and conducive learning environment for all students and staff. In addition, community stakeholders will also be able to provide information through letters to parents, informational flyers, Connect Ed. messages, Remind, as well as a "Keep Students Safe" message service.

SLOs:

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#2 Achievement
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<tr>
<td>• Conduct parent/student in-services on bullying</td>
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<td>• Develop additional parent workshops during and after school on how to support student achievement</td>
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<td>• Continue to provide Twilight classes free of charge to all students.</td>
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<td>• Provide and communicate of available Parenting Project sessions offered through the District’s Parenting Center</td>
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<td>• Maintain partnerships with outside agencies -Teen Truth -Rachel’s Challenge -Why Try -Be Proud Be Responsible</td>
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<td>-Kaiser Permanente Educational Theatre</td>
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Appendices
Acronym List
Enrolment Form
FACTS Poster
Fire Disaster & Crisis Plan 16-17
Grading period calendar 16-17
Graduation Application 16-17
Master Schedule 16-17
MHS Student Handbook 16-17
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SARC Mojave High School Jan 2017
Secondary Course of Study
Single Plan Mojave High School Jan 2017
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Student Survey
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Suspension Data - Fall 16-17
Unit Card-Grad Requirements 16-17