



HESPERIA UNIFIED SCHOOL DISTRICT

ADMINISTRATION & EDUCATIONAL SUPPORT CENTER

David Olney
Superintendent

Dr. George Landon
Deputy Superintendent
Business Services

Karen Kelly-Pelayes
Assistant Superintendent
Personnel Services

Isaac Newman-Gomez
Assistant Superintendent
Innovative Technology and
Communication

Dr. Michelle Smith
Assistant Superintendent
Educational Services

Steve Hinojos
Chief
School Police

Board of Trustees

Mark Dundon
Maria T. Gómez
Cody C. Gregg
Christian Steen
Eric Swanson

Elementary Schools

Carmel • 947-3188
Cottonwood • 949-1390
Cypress • 949-2596
Eucalyptus • 949-0815
Hollyvale • 947-3484
Joshua Circle • 244-6133
Juniper • 244-6161
Kingston • 244-8869
Krystal • 948-3611
Lime Street • 244-0512
Maple • 244-3096
Mesa Grande • 244-3709
Mesquite Trails • 949-3149
Mission Crest • 949-8265
Topaz • 244-4622

Secondary Schools

Adult Ed Center • 244-1771
Canyon Ridge • 244-6530
Cedar Middle • 244-6093
Community Day • 244-5751
Hesperia High • 244-9898
Hesperia Jr. High • 244-9386
Mojave High • 948-3999
Oak Hills High • 244-2283
Ranchero Middle • 948-0175
Shadow Ridge ISP & Home
Programs • 949-8267
Sultana High • 947-6777

Student Performance on Required Performance Indicators (Disaggregated):
HUSD utilized student performance data from the Perkins Student Performance Indicators, CCI data, CTE Pathway data included in this document to guide an impactful data-driven and inclusive CLNA with a goal of improving both systems and programs. Below is a summary of the data as it pertains to strengths and gaps.



HUSD Strengths that were identified in the CLNA regarding student performance:

- The number of concentrators and/or completers designated as English Learners increased for a third straight year. CALPADS reported #4 EL completers in 2018-19 and has increased by #5 from the previous year to #58 in 2021-22.
- The number of concentrators and/or completers designated as Nontraditional has improved significantly from a low of #12 in 18-19 to #57 in 2021 and more than doubling to #124 in 2022.
- The number of concentrators and/or completers designated as Students With Disabilities has increased significantly from #38 in 2021 to #57 in 2022.
- The overall number of concentrators and/or completers continues with the positive trends: #54 in 18-19, #317 in 20-21, and #403 in 2022. Projected completers for 2023 is near #600.
- SWD and Economically Disadvantaged students earned college credit at a rate consistent or slightly better than the overall rate with 60% of SWD and 73% of Economically Disadvantaged earning credits in 2022.
- The number of students across all grades completing a CTE pathway increased.
- 15% increase to 66% of all students attained a post-secondary credential. SWDs increased to 63% and EL from 32% to 45% in 2022. Economically Disadvantaged outpaced all groups with 73% attaining a recognized Postsecondary Credential.
- A total of #950 Industry Credentials awarded to students across all grade levels in 2022.
- Enrollment in all CTE pathways has increased from #1980 in 2021 to #3035 in 2022.
- The number of Dual Enrollment courses increased from 26 (20/21) to 54 (21/22).
- Articulated courses increased from 12 in 19/20 to 26 in 20/21 to a total of 37 courses articulated in the 21/22 school year.
- Approximately 30% of middle school students are participating in a middle school CTE exploration course.

HUSD Gaps that were identified in the CLNA regarding student performance:

- The number of students receiving articulated college credit for successful completion of a CTE course decreased since the 2021 high of 88% to 60% in 2022.
- Students outside of special populations are not attaining industry credentials at the same rate as our special population.
- Students with disabilities are underrepresented in some CTE pathways and homeless are underrepresented in CTE regardless of pathway.
- The CTE Pathway Completion rates for male students continues to lag behind the rate for females in most pathways.
- Internal data reporting continues to be an issue with the district SIS system and CALPADS reporting.

What subpopulation of students could benefit from additional evidence-based services/supports?

- While course enrollment as concentrators and completers has increased across all special population sub groups at each high school there is still a need to further increase special population enrollment and more importantly successful completion, particularly foster, homeless, and SWDs in pathways and industry certifications.
- The data suggests EL, Homeless, Foster Youth, disabled, and Non-Traditional students would benefit from additional evidence-based services and supports and program awareness including participation in activities within the continuum of WBL.

HUSD Strategies:

- For the 2023-24 school year HUSD will continue to prioritize identifying and implementing strategies to increase the accuracy of data reporting.
- Continue to identify and implement research-based strategies that have shown to contribute to positive trends in supporting EL, Disabled, Homeless, Foster, and Non-Traditional CTE students.
- Embed Work-Based Learning opportunities within the normal school hours and as an enhancement to capstone level courses.
- Fund and increase the number of industry recognized certificates that CTE students attain while in CTE programs.
- Promote through a variety of mediums, student, parent, and stakeholder awareness of CTE programs offered in HUSD while developing strategies to increase pathway completer rates, particularly focusing on the declining rate of males meeting that indicator.