

**Hesperia Unified School District**  
**Educational Services**  
**Preparing Today's Students for Tomorrow's World**

**Priority 21:**  
**The Transformation of our Educational System**

In an increasingly complex, demanding, and competitive world, educational systems must prepare students to go above and beyond to be successful in the 21<sup>st</sup> century. It is our moral imperative that Hesperia Unified commit to meeting the needs of students throughout our District. All divisions, departments, and schools play a vital role in the district-wide movement by dedicating time, resources, and exemplary practices to Priority 21.

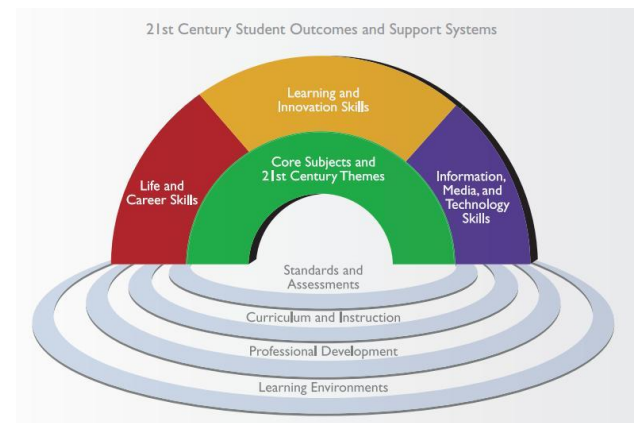
The urgency to respond to the ever-changing needs of 21<sup>st</sup> Century learners is at the forefront of Educational Services. There is a profound gap in the knowledge and skills most students learn in school and the demands of higher education coursework, career challenges, and global competition. This gap serves as a catalyst for the Educational Services Action Plan. The guiding policies and activities contained in this plan have been created in response to prepare students for college or a career of their choice. Our work presents an ongoing challenge. Priority 21 reimagines and provides an innovative system to “Prepare Today’s Students for Tomorrow’s World.”

**Executive Summary**

**Building systems to fill gaps:  
Passion, Innovation, & Urgency**

The world has changed and expectations are rising. As educators, we must do a better job of preparing our students for the challenges that lie ahead.

Forty years ago, people with a high school degree or less held more than 70 percent of U.S. jobs. This has changed dramatically, and by 2018, more than 60 percent of employees will need some education and training beyond high school. The United States used to be first in the world in the percentage of young adults with a two-year college degree or more. Now we are 10<sup>th</sup>. Changes in our economy and world mean that collective and individual success depends on having 21<sup>st</sup> Century skills.



In order to meet the challenges of teaching 21<sup>st</sup> Century skills curriculum, instruction, and assessment must be implemented in tandem. Skills and knowledge are not separate, but intertwined. Using the current educational system, it is likely that future graduating students will have the knowledge, but not the skills to be able to secure a job/career. The skills embedded in 21<sup>st</sup> Century thinking will help students develop the ability to adapt to a constantly changing world. Every child in the US needs 21<sup>st</sup> Century knowledge and skills to succeed as effective citizens, workers, and leaders. It is imperative that students be ready to compete in a global economy. We no longer have the luxury of waiting for the system to

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change. It is with utmost urgency that we act. Now is the time for change!

The Partnership for 21<sup>st</sup> Century Skills, a national organization comprised of both business and education leaders, has defined specific areas of focus that students need in typical 21<sup>st</sup> Century communities and workplaces. Known as the 4C's, these areas of focus must be infused into Hesperia's educational programs.

**Critical Thinking:** Students use various types of reasoning (inductive, deductive, etc.) as appropriate to analyze situations or solve non-familiar problems in both conventional and innovative ways.

**Collaboration:** Students effectively work in pairs or groups on a clearly defined task, proactively ask and respond to questions, and justify and defend conclusions and solutions with evidence.

**Communication:** Students communicate for a range of purposes (e.g. to inform, instruct, motivate and argue). They articulate thoughts and ideas using oral, written and non-verbal communication skills, including multimedia.

**Creativity:** Students use a wide range of techniques to generate multiple responses to a problem or idea. They have frequent opportunities to refine, analyze, and evaluate their ideas in order to improve and maximize creative efforts.



The purpose of the 4C's is to provide students with the skills necessary to thrive in today's world. The 4C's require the ability to apply, synthesize, and communicate information and to work collaboratively across disciplines to solve complex problems. Such experiences naturally meet individualized needs in genuine and authentic ways.

A deliberate process for deliberate results requires a system that fosters, advances, and empowers educators to meet the challenge of delivering content and skills in a rich way that genuinely improves outcomes for students. Educational

systems in place must demonstrate best practices of professional educators through collaboration that affords teachers the vital time to prepare, evaluate, and refine instruction. Using an instructional Common Core State Standards (CCSS) framework to provide a systematic approach will accelerate and enrich learning for all students. This will maximize students' abilities to master 21<sup>st</sup> Century

*Learning in the 21<sup>st</sup> Century takes new thinking. The 21<sup>st</sup> Century Skills are imperative to implement in our classrooms in order to prepare our students for our globalized work force. (NEA Executive)*

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learning skills and provide a pathway to college and career readiness.

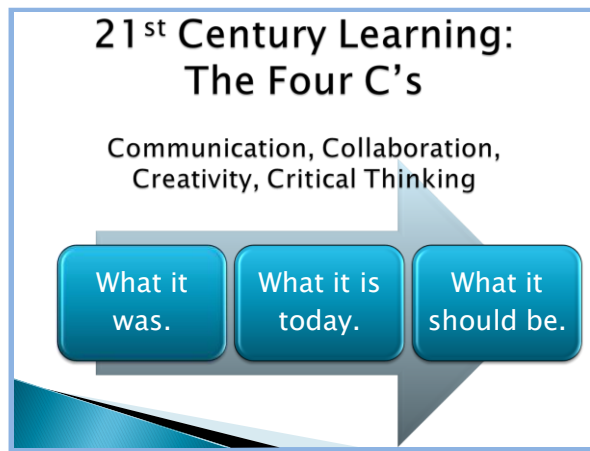
## **Background**

21<sup>st</sup> Century Skills require a pedagogical mindset that is designed to give students tools to experiment, innovate, and explore new avenues to make curriculum diverse, rich, and inspiring. The former system had neglected imagination and became a “teach to the test” process of controlling knowledge and skills without bridging passion and innovation as a way of breaking through to extraordinary insights. Educators must fundamentally shift from the dreary and monotonous culture of giving answers, checking boxes, and using worksheets to applying knowledge through project-based lessons, utilizing multiple perspectives, technology, and demonstrating strategic and extended thinking.

Under our previous educational system, students often found it difficult to create meaningful connections with the educational standards and fully prepare themselves for college and career. This myopic system became so focused on testing as the ultimate measure of student success that it totally disregarded the process for student learning; thus, creating a generation of students who lacked the skills for deep, meaningful thinking and problem solving.

We recognize there are gaps in learning among the various significant subpopulations. In order to increase access and opportunities for all students, it is imperative that the same type, quantity, and quality of rigorous instruction take place in every classroom. The current

system must be catapulted into the 21<sup>st</sup> Century and beyond.



The expectations and challenges required of today's educators are to develop a passion for deeper learning and embrace innovation. This will provide students a more authentic and relevant learning experience.

As a result, schools will be clear about expectations for a rigorous and relevant curriculum promoting the 4 C's and demonstrating depth of knowledge. Schools will more effectively deliver core content and create opportunities that will close gaps leading to increased success in college and careers.

A commitment to a high quality, accessible, and comprehensive instructional program requires multiple measures of performance and frequent checks for understanding that lead to timely instructional adjustments and the sharing of best practices. Teachers must use deliberate and clearly defined formative assessment processes in addition to summative tests. All assessments are to be developed with a task-oriented focus as required by new state standards.

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As an outcome, teachers and principals will make better and more informed decisions. The power of data-driven decision-making provides educators the ability to focus resources on what matters most: improved student achievement.

### **Clear Vision to Detailed Action Plan**

Creating clarity about HUSD's Instructional Design Plan is a powerful opportunity to ensure that activities, programs, and resources contribute to advancing the mission of the district.

The journey to ensure 21<sup>st</sup> Century skills are present throughout a student's educational experience will take time. The Professional Learning Community (PLC) process will assist educators in understanding more about concepts and strategies. The plan builds on prior work to expand the method and programs we use to introduce, teach, and reinforce vital skills for students. It is our intent to encourage innovation and autonomy for teachers as they further develop their instructional practices.

The Action Plan builds on HUSD's progress over the past decade. It also incorporates changes driven by common sense, research on effective practices, and a relentless focus on accomplishing our mission and vision.

#### **Mission and Vision:**

*Mission:* Preparing Today's Students for Tomorrow's World

*Vision:* Provide students with 21<sup>st</sup> Century Skills: Continue to develop, implement, and

evaluate a quality educational program that supports academic excellence, closes student achievement gaps and advances college and career ready options.

*Objective:* HUSD will assure our students benefit from comprehensive, high quality instruction.

*Goal:* Provide every opportunity for our students to be college and career ready.

#### **Focus:**

Continue to develop, implement, and evaluate a quality educational program that supports academic excellence, closes student achievement gaps and advances college and career ready options.

- Ensure the cultivation and implementation of 21<sup>st</sup> Century Skills
- Continue to support and monitor the implementation of the new California State Standards

#### **Key Actions:**

#### **❖ Implement California State Standards and 21<sup>st</sup> Century Skills through the PLCs at each school site. ❖**

As a result of educational research and evaluation, it is clear and necessary to transition the district to the new state standards and 21<sup>st</sup> Century Skills. The four essential questions underlying the PLC process play an integral role.

***What do we expect educators to learn and do?***  
We expect educators to implement 21<sup>st</sup> Century learning by applying depth of

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knowledge, rigor and relevance, 4C's, methodologies, and pedagogy by utilizing new state standards, PLC process, Units of Study, Smarter Balanced Assessment Consortium (SBAC) assessments, and subject literacy.

***How will we know if they learned it?***

We will know educators have implemented 21<sup>st</sup> Century learning when they are working in collaborative and communicative teams focused on student learning and engaging in collective inquiry. They analyze data, take action, and become results-oriented as evidenced by the development of Units of Study and effective assessments.



***What do we do if they do not learn it/or have almost learned it?***

If the educators haven't implemented 21<sup>st</sup> Century learning or have almost implemented it, we will provide on-site coaching support in instructional practices. Coaches will collaboratively assist teachers in their learning. Coaches become proactive with both teachers and students by modeling, co-teaching, reflecting, and providing real time assistance.

***What do we do if the educators learned it?***

The educators who have implemented 21<sup>st</sup> Century learning will be critical in assisting with the implementation of new state standards and skills at their school sites. Utilizing these teachers in demonstration classrooms will sustain improvement, motivate staff, and validate teacher

expertise. This will affirm effort, transform culture, and celebrate success.

❖ **Expand Professional Development** ❖

The most effective professional development engages teams of teachers to address the needs of their students. They learn and problem solve together in order to ensure all students achieve success. As we transition to the new state standards, it is increasingly vital that we continue to assist educators to develop a deeper understanding of learning and apply it to their classroom practices.

HUSD has developed and is refining an instructional design model to prepare teachers for this

monumental change in the educational process. In order to accomplish this transition, it is necessary to change our current professional development model to make it proactive while saturating school sites with appropriate academic support.

One of the critical components of assisting teachers with this transition will be the addition of instructional coaches. Our previous coaching model affected a limited number of participants.

Each site has very unique needs regarding professional development. It is important that instructional coaches meet the varying needs at each site. Administrators and teachers understand what is necessary for successful professional development. Using a site-based management protocol, the sites

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will submit an implementation plan that describes the role and responsibilities of site coaches.

The new coaching model will provide real-time support at sites reducing the amount of time out of the classroom for teachers. It will also allow for actual assistance in classrooms with students, co-teaching, and reflecting. This model provides support for 21<sup>st</sup> Century skills in classrooms, observations, demonstrations, and promotes opportunities for integrating real-world practices, projects and multimedia technologies into lessons. It will allow teachers to develop skills and content by focusing on deeper understanding of subject matter. The end result will create a more effective use of district resources to serve all students.

This model allows coaches to participate in collaboration and the PLC process building shared knowledge and practices that are differentiated for each site and teacher. Using a team approach for professional development will encourage teachers to develop comprehensive units of study and to create effective resources. This coaching model cultivates teachers' abilities to utilize various strategies and assessments to reach different students' needs.

To further assist in the implementation of the new state standards, the curriculum articulation team (CART) was established to create a deeper understanding of the necessary components to build a successful conversion. Due to the importance of the information and the need to have everyone hear the same message, it was determined that teams consisting of instructional coaches

and district administration would train all teachers at individual sites. The CART trainings are as follows:

- CART #1 - CCSS and PLC
- CART #2 – Units of Study
- CART #3 – Assessments
- CART #4 – SBAC
- CART #5 – Subject Literacy

We will be providing a workshop, “Plugged in 2014, Empowering Today's Student, Tomorrow's World,” in March 2014 to meet professional development needs for implementing new state standards. The intent of the workshop is to provide teachers of the High Desert with real-time, effective strategies for CCSS implementation.



It is imperative that the transition be rich in deeper, thoughtful learning. Students need specific skills to be 21<sup>st</sup> Century competent such as higher level thinking skills. This will be accomplished through the development of *Habits of Mind*. *Habits of Mind* are those dispositions that are skillfully and mindfully employed by characteristically successful people when confronted with problems, the solutions to which are not immediately apparent. The intent is to teach children how to perform under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship.

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The critical attribute of intelligent human beings is not only having information but also knowing how to act. Employing Habits of Mind creates patterns of intellectual behavior that produces results.

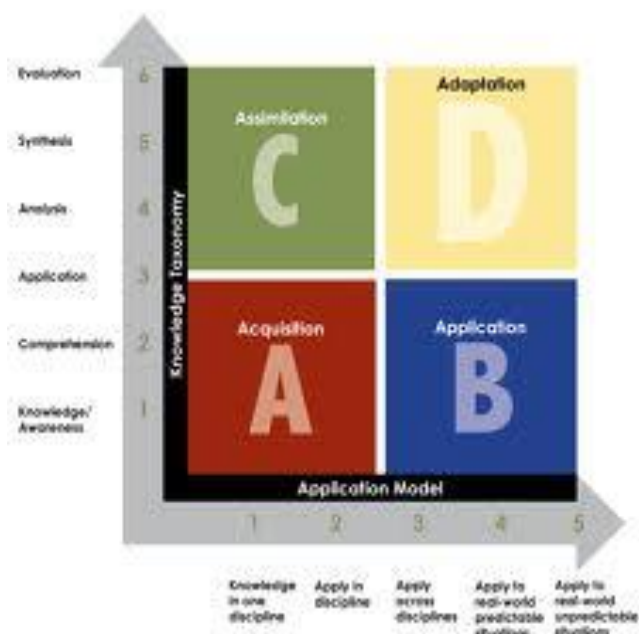
Creation and implementation of the new state standards provides an extraordinary opportunity to emphasize the ability for teachers to direct this intellectual development in their students.

The *Habits of Mind* are demonstrated in the following areas:

- Demonstration of independence
- Building strong content knowledge
- Responding to demands of audience, task, purpose, and discipline
- Exhibit the ability to critique and value evidence
- Show strategic purpose and capacity with technology
- Understand multiple perspectives and cultures
- Persevere in problem solving
- Reasoning abstractly and quantitatively
- Construct arguments
- Model mathematics with use of real-life structure
- Reason with precision and use tools strategically

Approaching professional development with intellectual rigor and discipline, implemented with quality and attention to detail, will result in improved teaching skills and student performance. The end result of 21<sup>st</sup> Century reform is student achievement. If it is to succeed, teachers cannot continue doing what they've always done. This presents a compelling argument to change our current system of teaching and shift to college and

career readiness. High quality professional development needs to focus on context, process, and content.



The contextual focus of professional development is a collaborative model in which teachers take time to interact, study together, make collective inquiry, discuss methods, practice new skills and strategies, assess and reflect. Supportive coaching by each other changes beliefs and develops and maintains self-efficacy. PLCs are the vehicle to provide a system of support for contextual development.

Professional development should always address identified gaps in student achievement. To address the gap in achievement, staff training cannot succeed without strong content. Strong content will deepen teachers' knowledge of subject literacy, sharpen teacher strategies and classroom skills, use current research, increase the ability to monitor student work and progress, provide constructive

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feedback, re-teach as necessary, and enrich and extend curriculum.

Strong content knowledge will prepare not only teachers but also students to be skillful with the 4C's. Furthermore, HUSD's process of professional development is based on teachers using curriculum as a way for students to relate, experience, apply, cooperate, transfer, and engage with content using a high degree of intellect. It equips teachers with the ability to teach students rigorous standards.

Professional development will focus on the following shifts to enrich teachers' pedagogical practices in order to develop students' ability to succeed in college and careers.

#### English/Language Arts

- Balance informational and literary text
- Staircase of complexity
- Emphasizing writing arguments
- Strategic focus on academic vocabulary

#### Mathematics

- Focus on deepening understanding of prioritized standards
- Connecting foundation concepts within and across grades 3-12
- Mathematical fluency to balance speed and accuracy with calculations
- Applying mathematical concepts relevant to authentic application
- Dual intensity between fluency and depth of knowledge

#### Next Generation Science

- Real-life application of scientific concepts
- Cross-cutting concepts (STEM) to ensure a symbiotic pace of learning across disciplines



#### ❖ Integrate Technology ❖

Being prepared for the demands of the 21<sup>st</sup> Century requires students to be more than competent with regards to the increased use of technology as a learning tool. Teacher roles are changing requiring a learning environment that facilitates critical thinking by giving students the opportunity to actively engage with more complex tasks. Fostering experiences with technology and developing skills from basic to advance are necessary to promote a climate of 21<sup>st</sup> Century learning.



Technology must be used as a productivity tool to increase the access of knowledge that augments and supplements daily instruction. In our current model, access for students is limited. Utilizing technology as a way to expand learning opportunities allows instantaneous access to necessary information for a student's educational pursuits.

Today's digital world requires the vital skill of demonstrating a depth of understanding where students pool a variety of resources. It may



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have a personalized pace or sequence for individual productivity. It also creates a formalized skill where students are allowed to work together rather than laboring alone. Utilizing technology no longer limits a student to a textbook and allows for a vast canvas on which students become global citizens. They become “knowledge workers” who are more effective. Therefore, technology must be an integral piece of our action plan. Its use can serve as a vehicle to promote and enhance independent learning.

The District Technology Plan specifies goals for both students and staff in support of the action plan. In it, students will demonstrate their ability to:

- Access a wide range of information to enhance learning
- Find answers to questions arising from their classwork and explore topics of interest in depth
- Demonstrate their ability to find and critically evaluate relevant and creditable content
- Create products that synthesize classroom learning with real world, technology-based applications

Teachers and instructional staff will:

- Access a wide range of information to promote and enhance learning
- Provide their students information about digital resources and teach them how to use them
- Extend learning opportunities to supplement and/or reinforce instruction for students beyond the classroom
- Assist all students to be safe responsible users of digital tools in the 21st Century including knowledge of internet safety

the dangers of cyber bullying, protection against online predators, and how to maintain online privacy

Technology can enhance all aspects of student learning. Because it is almost certain to play an increasingly dominant role in all aspects of our students’ future lives, plans are in place to provide each HUSD student a computing device by the 2016-17 school year.

**❖ Ensure Educational Accountability ❖**

Educational accountability measures are used to determine whether processes, goals, targets, or criteria have been met. Accountability occurs in many ways in educational systems. System accountability has focused on district and school responsibility for student achievement. Previously, measures were defined in terms of benchmarks. The pass or fail system has proven inadequate turning the nation to CCSS as a way to ensure 21<sup>st</sup> Century skills are learned and today’s students are prepared for tomorrow’s world.

HUSD has examined the paradigm shift required by new state standards in terms of a 21<sup>st</sup> Century learning environment. Learning environments should promote interaction with a rigorous and relevant curriculum, provide structures and designs for learning where educators use tools to connect real world learning experiences, and encourage collaboration and innovation. A seamless interface of 21<sup>st</sup> Century skills with a rigorous and relevant curriculum will promote student achievement, increase student engagement, and allow the assessment of student performance to

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maximize the quality of HUSD's educational experience.

In creating a model of accountability, several measures of assessment have been developed. HUSD's has developed a system of instructional design that allows schools to measure progress along a continuum from "beginning" to "effective" to "exemplary". Using the philosophy of continuous improvement, an idea that improvements in any system or practice are always possible. Processes should be continuously re-evaluated and decided improvements be implemented. It is the belief that any organization must constantly measure the effectiveness of its processes and strive to meet more difficult objectives to satisfy our stakeholders. In simple terms, it is the process of improvement.

The continuous improvement model has been adapted for educational use over the last decade. The business community has been using this model for several decades to produce sustainable success. HUSD in evaluating and reflecting on the progress of student achievement over the last fifteen years, has determined that all stakeholders embrace this process.

Continuous improvement works best when teachers work interdependently to plan units of study, ask essential questions, develop common formative assessments, participate in collective inquiry, analyze data, determine best practices, and reteach or enrich as necessary. To assist in teacher and ultimately, student success, HUSD has systematically provided training for Professional Learning Communities to serve as the vehicle to implement the mandatory changes required for 21<sup>st</sup> Century learning.

The PLC process allows for site-based, self-regulating accountability. District office personnel will support sites by providing clarity of vision in ensuring 21<sup>st</sup> Century skills are implemented; providing a clear blueprint to help guide and utilize resources efficiently; providing strategies through professional development that support leadership and staff while helping to overcome challenges; sustaining and improving communication; and recognizing and celebrating school success.

To evaluate the effectiveness of HUSD's systems, a process of key actions and criteria has been developed. The success of any system must be measured. Using the Partnership for 21<sup>st</sup> Century skills K-12 Exemplar Evaluation tool (See Appendix 2), HUSD will be able to succinctly evaluate the progress for each site.



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**District & Student Measures**

- Early Literacy
- CELDT
- EL Reclassification
- AP enrollment and scores increase
- SAT/ACT increase in scores
- UC/CSU A-G course completion increases
- Demonstration of 21<sup>st</sup> Century Skills – P21 K-12 Exemplar Evaluation Tool
- Attendance Increases
- Single Assessment
- Common Formative Assessments (CFA)
- Summative Assessment
- Project-based learning
- Increased reading levels across grade levels
- Student Learning Targets
- Hess' Cognitive Rigor Matrices
- Site-Based Implementation Plan to Assess & Monitor Student Learning

*"The object of education is to prepare the young to educate themselves throughout their lives."*

*(Robert M. Hutchins)*

*"Learning is not attained by chance, it must be sought for with ardor and diligence"*

*(Abigail Adams)*

*"As William and Thompson (2007) found, the conversations surrounding the creation of Common Formative Assessments are a powerful tool for professional development. When schools ensure every teacher has been engaged in a process to clarify what students are to learn and how their learning will be assessed, they promote the clarity essential to effective teaching."*

**District & Student Outcomes**

- Infusing 21<sup>st</sup> Century skills
- High-quality leadership is occurring in every school
- High-quality instruction in every classroom
- More stakeholder involvement
- Higher percentages of students meeting and exceeding new state standards
- Decreases achievement gap
- Increases percentage of students who are creative, collaborative, and think critically for 21<sup>st</sup> Century opportunities
- Increased Algebra proficiencies
- Improved writing outcomes with an emphasis on argument
- Increased math proficiencies in K-8

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❖ **Increase Communication among Stakeholders** ❖

Implementation of the new standards presents a unique opportunity to revolutionize student learning. It is critical as the district transitions to CCSS that strong collaboration between stakeholders regarding curriculum, professional development and practice, as well as assessment is openly communicated.

To be a change agent in the 21<sup>st</sup> Century for college and careers and to sustain improved outcomes, stakeholder involvement is necessary. Within this endeavor all individuals or groups with an interest in the district can help fulfill the mission through stronger communication. This allows the district to maintain a focused vision and accomplish its intended results.

Different stakeholders have different needs and concerns. Developing a shared understanding between all stakeholders is imperative to communicate a highly effective message. Communication and implementation go hand in hand. The best communication strategy is simply having a clear, cohesive and easily articulated message.

To this end, HUSD recognizes the importance of communicating the mission and vision of the district to improve student learning so that our students are prepared for the 21<sup>st</sup> Century global economy. The active involvement of all stakeholders increases the opportunities for students to engage in optimal educational experiences.

Inherent in this daunting task, several methods of communication will be employed to ensure quality information is being shared with all stakeholders.

- HUSD Website
- Parent/Community Workshops & Meetings
- Parent/Community Committees
- Community Surveys
- Connect Ed Messages
- Parent Portal
- Newsletters
- Board Presentations
- Board Updates
- “Empowering HUSD” Website
- Collaborative Websites
- Google Drive
- Negotiations
- Collaboration Meetings with HTA & CSEA
- Management Meetings & Workshops



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**Funding and Resources to Support Mission & Vision of Educational Services**

<b>Actions</b>	<b>Evidence</b>	<b>Materials/Resources</b>	<b>Funding</b>
College/Career Readiness	21 <sup>st</sup> Century Learning/4 C's Career Tech Ed (CTE) Regional Occupational Programs (ROP) Coaching Partnership with colleges/universities, business, and family	Human Resources Instructional Materials Professional Development	Categorical: Title I, II, III General/LCFF CCSS
Data-Decision Making	PLC Illuminate Power Schools Common Formative Assess. Single Assessment SPSA Proposed SBAC Summative Assessments Project-based Learning	Computer Hardware and Software Human Resources Instructional Materials Professional Development	Categorical: Title I, II, III General/LCFF CCSS
Quality Teaching	PLC Evaluation Process CCSS 21 <sup>st</sup> Century Learning/4 C's Coaching Differentiation Variety of Strategies Levels of Questioning Rigor/Relevance Depth of Knowledge Units of Study Career Tech Ed	Human Resources Professional Development Instructional Materials	Categorical: Title I, II, III General/LCFF CCSS
Effective Leadership	Coaching and Professional Development Evaluation PLC Site-based Management SAP/DAP SPSA Surveys Strategic Planning Committee Depth of Knowledge Rigor/Relevance Units of Study Career Tech Ed	Human Resources Professional Development Instructional Materials	Categorical: Title I, II, III General/LCFF CCSS
Resources	LCAP SPSA/LEA Plan Human Resources	Human Resources Professional Development	Categorical: Title I, II, III General/LCFF CCSS
Media	Illuminate	Computer Hardware	Categorical:

Technology	Power Schools Technology Team Leaders Coaching Demo Classrooms Infrastructure Teaching thru Technology	and Software Human Resources Professional Development	Title I, II, III General/LCFF CCSS
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As we transition to new standards, the funding for Educational Services will have to adapt to the changing climate. With the advent of the Local Control Funding Formula (LCFF), it is apparent that a thorough examination of resources and their application to various programs throughout the district be revisited. With the paradigm shift in learning for our students, it has become evident that we must dedicate clear funding to optimize the learning potential for our students and teachers. The change will affect all areas of our educational communities that include technology, professional development, and varied resources in both personnel and instructional materials. When students demonstrate applied learning, materials will need to be allocated. It is recognized that funding may be limited and we must be judicious and prudent with effective distribution.



In order to provide rich resources, it will be necessary to research and write grants to secure additional funding. It is the recommendation of Educational Services to create a grant writing position to seek private and corporate financing to augment our current budget allocations in

support of all district divisions and school sites. It is the belief that this proposed position could be subsidized through the securing of grants. In addition to the writing of grants, this position will:

- Provide outreach support to those students at risk of dropping out of school
- Seek opportunities for school or department recognitions and awards
- Foster community and business partnerships including media relations.

In addition to the previous recommendation, the coaching model will need to be expanded to provide adequate support for teachers on sites. It is the recommendation of Educational Services to continue to use categorical and the LCFF configuration to provide the additional coaches necessary. This model will reduce teachers' professional development outside the classroom, which will inherently reduce cost. Educational Services is seeking to provide the district with an additional eight coaches to support both elementary and secondary teachers.

As sites transition from the previous educational system to the higher demands of 21<sup>st</sup> Century instruction, we've come to the realization that we must institute changes within our division to help meet site needs. The restructuring of duties and responsibilities in Educational Services has expanded the current coordinators' roles beyond the scope of their current job descriptions.

The scope of the Coordinator of Curriculum, Instruction, and Categorical Programs has

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increased dramatically. This position was primarily responsible for categorical program compliance. Over the last few years, responsibilities have increased in the area of Program Improvement, including Supplemental Educational Services, corrective action, and restructuring. Additionally, this position has expanded to include oversight of elementary instruction, the First 5 preschool program, Family Resource Center, transitional kindergarten, and elementary report cards.

Responsibilities for the Coordinator of Curriculum and Language Support Services has expanded to include instructional technology, STEM, William's compliance, textbook adoptions and inventory, library support, and music. Originally this position was limited to oversight of English Learner instruction, testing, and program compliance.

In light of these increased responsibilities it is our recommendation that both positions be changed to the following:

- Coordinator of Curriculum, Instruction, and Categorical Programs to Director of Elementary Education and Categorical Programs
- Coordinator of Curriculum and Language Support Services to Director of K-12 Programs and Projects

*“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”*  
*(Emma Goldman)*



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## Challenges

Educational Services recognizes that with any organizational change come challenges. Our challenges include, but are not limited to the following:

- Time
- Communication
- Transformational change
- Mandated change
- Technology: infrastructure and knowledge capacity
- Funding: initial and on-going
- Defining and understanding how to develop curriculum

*“Common Core poses a big challenge for students... big opportunity for teachers.”*

*(EdSource, John Fensterwald)*

## Summary

The Action Plan for Priority 21 encompasses effective, efficient, and exemplary practices in all divisions, departments, and schools. In order for this organization to continue to be effective, progressive, and proactive while closing the achievement gap, students must be prepared with the knowledge and skills to achieve in this evolving global society, thereby equipping them with the finest 21<sup>st</sup> Century education.

Recognizing that the emphasis of 21<sup>st</sup> Century skills is essential to student success, teachers will shift their pedagogical expertise through

collaboration with a unified, coherent, and interdisciplinary curriculum. Fully implementing new state standards will allow students to participate in a rigorous and relevant curriculum with emphasis placed on 21<sup>st</sup> Century skills including performance-based formative and summative assessments. Supporting an increase in depth of knowledge is absolutely necessary to prepare students for college, careers, and lifelong success.

Building a system to fill the gaps is about improving teaching and learning, directing efforts in a common direction, and taking the initiative to lead by doing. This new approach to academics will be challenging, but a valuable and unique chance to focus on preparing today's students for tomorrow's world.

*“The Common Core State Standards have been built from the best and highest state standards in the country. They are evidence-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries. They were developed in consultation with teachers and parents from across the country so they are also realistic and practical for the classroom. Far from looking for the “lowest common denominator,” these standards are designed to ensure that all students, regardless of where they live, are learning what they need to know to graduate from high school ready for college or a career.*

*(Common Core State Standards Frequently Asked Questions)*