

The California School Boards Association (CSBA) Golden Bell Awards entries for 2017:

ATTACHMENT:

Heritage High School will be submitting two entries:

English Learners Task Force

In 2015 HHS established the English Language Arts (ELA) Task-force. It is composed of the ELA lead, 1 administrator, 2 counselors, 1 community liaison, 5 AE teachers, 2 math teachers, 2 science teachers and 2 history teachers. Our Task-force has worked diligently to support the success of our ELs with tutoring, educational field-trips and implementation of the CELDT Bootcamp. The Task-force helped built a culture of unity and collaboration. In addition, we have a strong and active English Language Advisory Committee (ELAC) that is present in our School Site Council and PTSA. ELAC offers the ELA Parent Points system where parents are encouraged to participate in multiple school activities for an end of the year certificate award recognition. Parents can enter a raffle to win prizes; such as yearbook, gift cards and other items. Lastly, ELAC honors English Learners with a certificate awards for their achievements in academics, leadership and citizenship throughout the year.

The program was developed to meet State and LEA goals. In addition, we have a high number of English Learners (12% of our population); therefore, it was necessary to create a strong program to support to support the needs of our students. Goals and Objectives - Heritage High School will increase the percent of students who score proficient and above proficient annually, as evidenced by: 1) an increase in number of students scoring Early Advanced and Advanced based on the CELDT; 2) an increase in the number of students Meeting or Exceeding standards in the SBAC ELA (CAASPP).

This programs permits students to continue with the same counselors and some teachers for multiple years. The ELA lead and ELA counselors meet with students throughout the year to establish connections. The ELA lead visits students in their classrooms, conducts one-on-one interventions, collaborates with teachers to assist students and keeps parents informed. Newcomers for example are able to have the same history teacher, Academic English teacher and possibly the same math teacher two years in a row. As a result, students feel a sense of community, collaboration and support. Students know that they have a strong support system and are then more likely to succeed.

Our CELDT scores improved drastically this year, 2016/2017; we continue to reclassify students every year; we have successful CELDT bootcamps- all teachers and students participate and we have strong administrative and district support.

By Providing students with the appropriate class, not only have they performed to their optimal capacity, but socially and emotionally, too. This year students improved tests scores both on CELDT and SBAC ELA. We reclassified 18 students this year, and based on the current SBAC and CELDT scores we expect to reclassify more students next year.

HHS Parent Engagement Strategies.

HHS's parent involvement plan and execution was developed in response to the correlation between family involvement and student social-emotional stability, safety, and academic success. The goal of the program was to increase parent involvement by 5% as measured by social media followers, and

sign-in sheets from parent/community activities.

The school board and district leadership began with a call to facilitators in the county. They arranged a multi-tiered training for teachers, parents and students, including district-wide meetings, and meeting with the school PELI teams once a quarter to keep them accountable and answer any questions. They asked the school PELI team to have monthly meetings and to keep an Action plan of all their events and strategies with deadlines and persons responsible. The PELI team sponsored parent and community events, and pushed for a full-time community liaison, which was granted in Spring 2016. For afterschool and weekend events, Heritage always had board and/or district representation, which allowed the parents to meet informally with the district leadership. The school board accompanied us to visit the Agricultural Research Center on site (a high-tech "farm"). The PUHSD board encouraged us to bring back our official PTA and invite parents, staff and students to participate. Board members came to show their support and they talked to members of ELAC, PELI and PTA to motivate Heritage to move beyond what we had always done. The PUHSD school board reminded us to create involvement opportunities with a purpose so that we would improve student achievement. Using that idea as a ruler, PELI planning evaluated events using that purpose as a level of measurement.

As a result parent involvement has increased dramatically at Heritage High School. Many committees including: Coffee With the Principal, English Learners Advisory Committee, African American Parent Advisory Council, have grown in numbers of parent participants. A parent volunteer recruitment tent is posted at all school events, including school athletics and other major events. Parent workshops and activities such as Stress Management, Dance classes, volunteer workshops, and other venues have led to increased parent involvement. Parent/community presence on Social Media has also grown significantly and word of excellence in different programmatic areas at Heritage High School continues to spread thanks to the efforts of parent engagement.

Perris High School's -- Medical Assisting Program

The medical assisting program is designed to provide students in high school with the industry skills needed to be competent medical assistants. When the program was fully launched in the fall of 2007 the number of students enrolled was over 70 students constituting two sections for each class. To accommodate students enrolled in this program the classes were offered during the day schedule as well as after school. The program has a 100 % program completion rate for academic classes and over 80% internship completion. Students complete classes in medical terminology, medical assisting front and back office as well as medical billing and insurance processing. Students are required to complete 180 hours of externship and about 10% of these externs are offered employment each year. The courses are dual enrollment courses and are also articulated with MSJC. We currently have over 14 industry partners who participate in the externship program.

The goal of the program is to provide college and career readiness for our student population. We meet this goal by providing well-structured pathways that flexibly works around student's academic schedules. The students are able to enter the program during their second, third or final year of high school. There are no barriers to entry except a strong desire to work hard and meet the academic requirements for the program. The program also allows the school community to interact in a meaningful way with our local community through partnership, externship and employment opportunities for our students. Students also participate in local health fair and volunteer medical services in our communities providing vitals and interpretation for our Spanish speaking community members.

More than 10% of students are offered employment directly out of the externship. More than 5 clinics in Perris have Medical Assisting employees who are graduates from the Perris High Medical Assisting Program. We have graduates who are office managers who are currently accepting student externs. We have Medical Assisting graduates who have entered and graduated from California Baptist University Nursing Program and this year there are two students in the MA program who have guaranteed acceptance into the nursing program at California State University San Bernardino. Students entering pre-med programs were allowed to enter externship program a year earlier because of their patient contact and externship experience in the high school medical assisting program. Some students enter other allied health program such as respiratory therapy, medical sonography, EMT and other programs. Several of our graduates who work as Medical Assistants are the sole income earners in their family settings which include other siblings and parents.