

# Hesperia Community Day School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Hesperia Community Day School
<b>Street</b>	16527 1/2 Lemon St
<b>City, State, Zip</b>	Hesperia, CA 92345
<b>Phone Number</b>	(760) 244-1771
<b>Principal</b>	Nate Lambdin
<b>E-mail Address</b>	nate.lambdin@hesperiausd.org
<b>Web Site</b>	
<b>CDS Code</b>	36-75044-3630944

<b>District Contact Information</b>	
<b>District Name</b>	Hesperia Unified School District
<b>Phone Number</b>	(760) 244-4411
<b>Superintendent</b>	David McLaughlin
<b>E-mail Address</b>	david.mclaughlin@hesperiausd.org
<b>Web Site</b>	www.hesperiausd.org

### School Description and Mission Statement (School Year 2016-17)

#### PRINCIPAL'S MESSAGE

I'd like to welcome you to Hesperia Community Day's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

#### SCHOOL PROFILE

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools which includes 3 choice schools. At the secondary level Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

Hesperia Community Day is located in the central area of Hesperia, next to Mojave High, and serves students in grades seven through twelve. The community day school is a district program that serves students who have been expelled, on probation, or referred by the school attendance review board or district Hearing Panel. A low student-to-teacher ratio enables students to receive individualized instruction and assessment in a small classroom environment; support services from a counselor are provided as needed.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	1
<b>Grade 8</b>	6
<b>Grade 9</b>	2
<b>Grade 10</b>	3
<b>Grade 11</b>	2
<b>Grade 12</b>	1
<b>Total Enrollment</b>	15

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	13.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	0
White	33.3
Two or More Races	0
Socioeconomically Disadvantaged	80
English Learners	20
Students with Disabilities	0
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	97.0	3.0
<b>High-Poverty Schools in District</b>	97.0	3.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October, 2012

All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board.

In October, 2012, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2012/13-11 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Reading California - 2002	Yes	0%
<b>Mathematics</b>	Harcourt Math - 2002	Yes	0%
<b>Science</b>	Houghton Mifflin California Science - 2007	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin History-Social Science - 2006	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Hesperia Community Day provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1996; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff.

**CAMPUS DESCRIPTION**

- Acreage = 4
- Square Footage = 26,880
- Number of Permanent Classrooms = 0
- Number of Portable Classrooms = 3

Number of Restrooms (student use) = 2 set

Computer Lab = 3\*

Counseling/Behavior Center = 1\*

Cafeteria/Multipurpose Room = 1\*

ROP Classrooms = 6\*

Staff Work Room/Lounge = 2\*

\* Some facilities shared with and located on Mojave High campus.

#### CAMPUS SUPERVISION

Each morning as students come to school, one teacher and two campus aides greet students at a single gated entry and screen students for prohibited items. Students are then escorted to their classroom. When students regroup for reading and math instruction, teachers and instructional aides monitor and supervise the transition. When students are released for the day, they are escorted to the student pickup area or the public transportation area to ensure students leave campus safely. The district's school police department coordinates with Hesperia Community Day in order to maintain a safe, secure, and peaceful campus. 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 department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principal meets when necessary 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.

Custodial staff for Hesperia Community Day is shared with staff assigned to The Alternative Education Program and comprised of one part-time day custodian and one part-time evening custodian who follow a daily cleaning routine. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of his regular duties, the day custodian is responsible for cleaning classrooms and the computer lab. After students have left for the day, the evening custodian is responsible for cleaning restrooms, classrooms, and community areas.

Hesperia Community Day works closely with the district's Maintenance & Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. Site inspections, under the direction of the lead custodian, are held monthly. M&O employs a work order process that enables Hesperia Community Day to communicate unscheduled maintenance needs, urgent repairs or special projects. Emergency situations are regularly resolved in one hour or less.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/30/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	0		31	34	44	48
Mathematics	0		19	21	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	8	--	--	--	--
Black or African American	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	8	--	--	--	--
Black or African American	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	11	46	36	33	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	11	9	81.8	11.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2015-16)

#### CTE Programs:

- Arts, Media & Entertainment
- Building Trades & Construction
- Education, Child Development & Family
- Finance & Business
- Health Science & Medical
- Hospitality, Tourism & Recreation
- Marketing, Sales & Service
- Public Service
- Transportation

#### ROP Courses:

- Automotive Systems – NATEF



Childcare Occupations  
 Computer Business Applications  
 Cosmetology  
 Dental Assisting  
 Digital Design  
 EKG Technician  
 Graphic Communication  
 Health Careers  
 Law Enforcement  
 Manicuring  
 Medical Terminology  
 Nursing Careers Restaurant Occupation  
 Office Operations & Technology (Computers)

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	2,891
% of pupils completing a CTE program and earning a high school diploma	90.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80.00%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents are encouraged to participate in individualized orientations, school events, conferences, community service projects, and school committees. The School Site Council, and Open House provide opportunities for parents to get involved with their student's educational experience. Parents who want more information or wish to participate may contact Principal Nate Lambdin at (760) 244-1771 ext 151.

Regular school-to-home communication is provided in both English and Spanish. School news, important dates, and general information is sent home periodically through school bulletins. Every four to six weeks, parents receive report cards/letters advising them of their student's behavior and academic progress and to discuss appropriate interventions for remediation. Teachers are accessible by phone. They will send letters and/or notes home to parents for more personal communication when the need arises. General information can also be found on the school website.

Contact Person Name: Nate Lambdin  
 Contact Person Phone Number: 760-244-1771 ext 151

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	9.70	7.60		9.70	7.60		11.40	11.50	10.70
<b>Graduation Rate</b>	83.18	87.07		83.18	87.07		80.44	80.95	82.27

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	58.9	21.4	13.5	5.9	5.6	5.8	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.4	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Hesperia Community Day school in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school staff took place in May 2016. A copy of the school site safety plan may be obtained at Hesperia Community Day school's main office or the Hesperia Unified School District office. This safety plan is coordinated with the Hesperia Alternative Education Center's Plan (the Community Day School is located on the Alternative Education Center's facility).

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-2010	2004-2005
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	20
<b>Percent of Schools Currently in Program Improvement</b>	N/A	80.0

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1	1										
Mathematics	5	4										
Science	1	1										
Social Science	6	2										

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	28
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.00	N/A
Social Worker	0.00	N/A
Nurse	0.00	N/A
Speech/Language/Hearing Specialist	0.00	N/A
Resource Specialist	0.00	N/A
Other	0.00	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$70,932.00
District	N/A	N/A	--	\$69,949
Percent Difference: School Site and District	N/A	N/A	--	12.90 %
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	3.45 %

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Gifted & Talented
- Home-to-School Transportation

Instructional Materials  
 Special Education  
 Title I (some schools)  
 Vocation Education, Handicapped  
 Vocational and Applied Technology

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,290	\$45,092
Mid-Range Teacher Salary	\$71,772	\$71,627
Highest Teacher Salary	\$90,580	\$93,288
Average Principal Salary (Elementary)	\$114,281	\$115,631
Average Principal Salary (Middle)	\$117,442	\$120,915
Average Principal Salary (High)	\$128,138	\$132,029
Superintendent Salary	\$169,132	\$249,537
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

All professional development activities in Hesperia Unified School District revolve around the California State Content Standards and Frameworks and are research-based.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2011-12 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district benchmark assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Annual number of school days dedicated to staff development

2002-13: 0

2013-14: 2

2014-15: 3