

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



## Hesperia Community Day School



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Hesperia Community Day School	District Name	Hesperia Unified
Street	16527 1/2 Lemon Street	Phone Number	(760) 244-4411
City, State, Zip	Hesperia, CA 92345	Web Site	<a href="http://www.hesperia.org">www.hesperia.org</a>
Phone Number	(760) 244-1771	Superintendent	Mark McKinney
Principal	Richard Stuelke	E-mail Address	<a href="mailto:mark.mckinney@hesperia.org">mark.mckinney@hesperia.org</a>
E-mail Address	<a href="mailto:richard.stuelke@hesperia.org">richard.stuelke@hesperia.org</a>	CDS Code	36-75044-3630944

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## School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

### 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, 2 sixth grade academies, 3 middle schools, 2 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. Our general demographics report for 2007-08 indicated 43 students were enrolled, including 0% in special education, 9 qualifying for English learner support, and 24 receiving free or reduced-price lunch.

El Distrito Escolar Unificado Hesperia se encuentra ubicado en la región del alto desierto del Condado de San Bernardino, aproximadamente a 40 millas al norte del valle de San Bernardino/Ontario. Más de 20,000 alumnos, desde kinder hasta 12º grado, tienen un plan de estudios riguroso, basado en los estándares, provisto por profesionales dedicados y altamente acreditados. El distrito cuenta con 15 escuelas primarias, 2 academias de sexto grado, 3 escuelas secundarias, 2 escuelas preparatorias integrales, 1 escuela alternativa, 2 escuelas de continuación de la preparatoria, 1 escuela community day y 6 escuelas charter.

La Escuela Hesperia-Community Day School está ubicada en el área central de Hesperia, junto a la Escuela Preparatoria Mojave, y recibe alumnos de 7º a 12º grado. La escuela community day es un programa del distrito que presta servicios a alumnos que han sido expulsados, que están en libertad condicional o que han sido derivados por el Consejo de Revisión de Asistencia Escolar o el Panel de Audiencias del distrito. Una cantidad baja de alumnos por maestro permite que los alumnos reciban instrucción y evaluación individualizada en un ambiente de salón de clase pequeño. Los servicios auxiliares de un asesor se proporcionan según sea necesario. Nuestro informe demográfico general para el año 2007-08, indicó que se matricularon 43 alumnos con un 0% en educación especial y de los cuales 9 reunieron los requisitos para recibir apoyo para estudiantes de inglés como segunda lengua y 24 recibieron almuerzos gratuitos o a precio reducido.

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## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:

Contact Person Phone Number:

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. Parent who want more information or wish to participate may contact Principal Richard Stuelke at (760) 244-1771.

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 three weeks, parents receive 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.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	6
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	15
Grade 3	0	Grade 10	5
Grade 4	0	Grade 11	3
Grade 5	0	Grade 12	1
Grade 6	0	Ungraded Secondary	0
Grade 7	3	Total Enrollment	33

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.12%	White (not Hispanic)	21.21%
American Indian or Alaska Native	--	Multiple or No Response	--
Asian	--	Socioeconomically Disadvantaged	65.00%
Filipino	--	English Learners	21.00%
Hispanic or Latino	66.67%	Students with Disabilities	--
Pacific Islander	--	n/a	--

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--	--	--	--	--	--	--
Science	--	--	--	--	--	--	--	--	--	--	--	--
Social Science	--	--	--	--	--	--	--	--	--	--	--	--

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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 August 2008. Staff training to discuss staff responsibilities and safety plan updates took place during staff in-service days in August 2008. 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).

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	23.5	136.0	124.2	39.9	38.1	32.4
Expulsions	0.0	0.0	0.0	0.9	0.7	0.9

Date School Safety Plan last reviewed: August 2008

## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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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) = 1 set

Computer Lab = 1\*

Counseling/Behavior Center = 1\*

Cafeteria/Multipurpose Room = 1\*

ROP Classrooms = 6\*

Staff Work Room/Lounge = 2\*

\* Some facilities shared with and located on Desert Trails and Mojave High campuses.

## 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 students 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 are shared with staff assigned to Desert Trails High 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. The most recent facilities inspection at Hesperia Community Day took place on August 5, 2008. 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.

Hesperia Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Hesperia Community Day had no deferred maintenance projects in 2007-08.

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## Planned Improvement

During the 2008 school year, the three community day school classes were equipped with a computer and computer desk for each student (fifteen per classroom). These computers were funded through community day school funds generated by excellent student attendance. In addition, a complete set of woodworking tools, including hand tools and power tools, were purchased (again with community day school attendance-generated funds) to use for student community service projects.

## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: August 5, 2008

Completion date of inspection form: August 5, 2008

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## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	2	2	3	831
Without Full Credential	1	1	0	167
Teaching Outside Subject Area of Competence	--	--	--	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	--
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	--

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	--	--

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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. On September 9, 2008, 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.2008/09-24 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.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Hesperia Community Day School did not have any textbook insufficiencies.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Practical English/Globe Fearon	2004
English-Language Arts	American Literature/Globe Fearon	2004
English-Language Arts	English Composition/Globe Fearon	2004
English-Language Arts	World Literature/Globe Fearon	2004
English-Language Arts	Basic English/Globe Fearon	2004
History-Social Science	United States History/American Guidance Service	2004
History-Social Science	World Geography & Cultures/Globe Fearon	2004
History-Social Science	World History/American Guidance Service	2004
History-Social Science	Economics/Globe Fearon	2004
History-Social Science	American Government/Globe Fearon	2004
Mathematics	Algebra/American Guidance Service	2004
Other	Health/Globe Fearon	2004
Other	Careers/Globe Fearon	2004
Other	Life Skills Health/American Guidance Service	2004
Other	Skills for Independent Living/Globe Fearon	2004
Science	Biology/American Guidance Service	2004
Science	Physical Science/American Guidance Service	2004
Science	General Science/American Guidance Service	2004

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## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	--
Mathematics	--
Science	--
History-Social Science	--
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: September 2008

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$17,217.88	\$16,695.60	\$522.28	\$64,000
District	n/a	n/a	--	\$57,552.00
Percent Difference – School Site and District	--	--	--	10.1%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	914.8%	0.8%

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## Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the District received approximately \$1,731.07 per student in 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
- School Library Block Grant
- Tenth Grade Counseling
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,790.00	\$39,708.00
Mid-Range Teacher Salary	\$63,057.00	\$63,805.00
Highest Teacher Salary	\$79,582.00	\$82,081.00
Average Principal Salary (Elementary)	\$103,787.00	\$102,166.00
Average Principal Salary (Middle)	\$106,657.00	\$107,816.00
Average Principal Salary (High)	\$123,801.00	\$116,474.00
Superintendent Salary	\$154,290.00	\$183,478.00
Percent of Budget for Teacher Salaries	39.4%	40.6%
Percent of Budget for Administrative Salaries	5.8%	5.2%

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## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	11%	8%	12%	35%	35%	38%	42%	43%	46%
Mathematics	0%	3%	11%	32%	33%	35%	40%	40%	43%
Science	--	0%	0%	24%	28%	37%	35%	38%	46%
History-Social Science	--	9%	7%	24%	24%	28%	33%	33%	36%

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## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14%	11%	0%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Male	10%	8%	0%	9%
Female	--	--	--	--
Economically Disadvantaged	11%	10%	0%	9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	--	--	--	41.5%	39.0%	46.0%	51.1%	48.6%	52.9%
Mathematics	--	--	--	35.4%	40.2%	41.8%	46.8%	49.9%	51.3%

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	--	--	--	--	--	--
African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--
White (not Hispanic)	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Economically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--

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## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.00%
7	--
9	--

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	NULL	NULL	NULL
Similar Schools	NULL	NULL	NULL

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## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

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## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0%

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.0	0.0	23.5	5.8	6.2	4.9	3.1	3.5	4.4
Graduation Rate	80.3	77.4	77.3	80.3	77.4	77.3	85.0	83.0	79.5

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## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	0%	--	n/a
African American	0%	--	n/a
American Indian or Alaska Native	0%	--	n/a
Asian	0%	--	n/a
Filipino	0%	--	n/a
Latino	0%	--	n/a
Pacific Islander	0%	--	n/a
White	0%	--	n/a
Socioeconomically Disadvantaged	0%	--	n/a
English Learners	0%	--	n/a
Students with Disabilities	0%	--	n/a

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

### CAREER TECHNICAL REGIONAL OCCUPATION PROGRAMS FOR 2007-08

Auto Technology - Sultana High  
 Childcare Occupations - Sultana High  
 Cosmetology - Alternative Education Center and Hesperia High School  
 Dental Assistant - Alternative Education Center  
 Digital Design - Hesperia High School  
 Diversified Occupations - Alternative Education Center and Hesperia High School  
 Intro to Computers - Alternative Education Center  
 Intro to Health Careers - Hesperia High School  
 Medical Terminology - Alternative Education Center  
 Medical Transcription - Alternative Education Center  
 Health Aide - Alternative Education Center  
 Office Operations - Alternative Education Center and Sultana High School  
 Pharmacy Technician - Alternative Education Center  
 Restaurant Occupations - Hesperia High School  
 Sports Therapy and Fitness - Hesperia High School  
 TV/Video Productions - Hesperia High School  
 Website Design - Hesperia High School

## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

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Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	--
Graduates Who Completed All Courses Required for UC/CSU Admission	--

## Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	--	--
English	--	--
Fine and Performing Arts	--	--
Foreign Language	--	--
Mathematics	--	--
Science	--	--
Social Science	--	--
All Courses	--	--

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## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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

Certificated staff build teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2007-08 school year, the district made available one staff development buy-back day and supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of writing and math. Each school site then identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the district's designated focus areas.

During the 2007-08 school year, Hesperia Community Day held one staff development buy-back day to explore computer assisted instruction. Staff development topics were selected by the teaching staff and the principal. 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 around 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, ExCEL philosophy, English language learners support, curriculum, instruction, and grade-level and content area specialties.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	2	1	1