

# Cedar Middle 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>	Cedar Middle School
<b>Street</b>	13565 Cedar St
<b>City, State, Zip</b>	Hesperia, CA 92344
<b>Phone Number</b>	(760) 244-6093
<b>Principal</b>	Kelly Maxwell
<b>E-mail Address</b>	<a href="mailto:kelly.maxwell@hesperiausd.org">kelly.maxwell@hesperiausd.org</a>
<b>Web Site</b>	
<b>CDS Code</b>	36-75044-0114108

<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 Cedar Middle School'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.

Cedar Middle School provides a learner-centered environment with a focus on providing a well-rounded educational experience for all students. Students receive a standards-based, rigorous curriculum along with opportunities to explore areas of interest. A dedicated professional staff, utilizing continuous assessment, provides innovative instruction focusing on 21st Century Skills such as collaboration, communication, critical thinking and creativity for all students. The variety of exploratory and support offerings accompanying the rigorous academic classes provide students opportunities for academic excellence, development of positive self-expression, and personal maturity.

The staff at Cedar Middle School is committed to working together in order to provide the best educational program possible for our students and we welcome any suggestions or questions you may have about the information contained in this report or about the school. It is through our collective commitment that we ensure all of our students will succeed.

#### SCHOOL MISSION STATEMENT

We at Cedar Middle School are dedicated to the pursuit of knowledge for all through passion and innovation.

#### SCHOOL PROFILE

Cedar Middle School is located in the central/southern region of Hesperia and serves students in grades seven and eight. At the beginning of the 2015-16 school year, 1186 students were enrolled, including 11% in special education, 13% qualifying for English learner support, and 67% receiving free or reduced-price meals. Due to this being the second year to administer the California Assessment of Student Performance and Progress (CAASPP), and no clear measurable outcomes identified for school rankings, there has been no change in our API/AYP scores for the 2015-2016 school year.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	511
<b>Grade 8</b>	546
<b>Total Enrollment</b>	1,057

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

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	0.8
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	0.3
White	25.2
Two or More Races	0.9
Socioeconomically Disadvantaged	71.2
English Learners	12.1
Students with Disabilities	9.6
Foster Youth	1.2

## 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	43			
Without Full Credential	1			
Teaching Outside Subject Area of Competence (with full credential)	0			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0		

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>	95.8	4.2
<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:** August 2015

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 9-12, 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>	McDougal-Littell Language of Literature - 2002 Perfection Learning Perfection Learning HI/LO - 2001 McDougal-Littell Language of Literature - 2002	No	0%
<b>Mathematics</b>	Prentice Hall Mathematics-California Pre-Algebra 2008 Prentice Hall Mathematics-Algebra Readiness 2008 Prentice Hall Mathematics-California Algebra 1 2008	No	0%
<b>Science</b>	Holt, Rinehart, and Winston: Holt California Science: Earth, Life, and Physical 2007	Yes	0%
<b>History-Social Science</b>	Holt Rinehart & Winston U.S. History - 2006 Holt Rinehart & Winston World History-Medieval to Early Mod - 2006	Yes	0%

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

---

### SCHOOL FACILITIES AND SAFETY

Cedar Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 2007; ongoing maintenance and modernization efforts ensure facilities remain safe and up to date and provide adequate space for students and staff. The campus is comprised of the following:

Acreage = 20  
Square Footage = 79,900  
Number of permanent classrooms = 2  
Number of portable classrooms = 61  
Number of restrooms (student use) = 5 sets  
Computer Lab = 3  
Library = 1  
Cafeteria/Multipurpose Room = 1  
Staff Work Room/Lounge = 3  
Science Lab = 3  
Weight Room = 1  
Physical Education Facility = 1  
Health Office = 1

### CAMPUS SUPERVISION

Six campus assistants and the administrators supervise students as they enter the campus each morning. Between classes and during lunch, all administrators and six campus assistants monitor student activities and behavior. At the end of the school day, five campus assistants and administrators monitor the bus area and student drop off / pick-up to ensure students leave campus in a safe and orderly manner. The district's police department coordinates efforts with Cedar Middle School to maintain a safe, secure, and peaceful campus with a police officer assigned to Cedar Middle School full time. Any student who commits a serious violation (i.e., fighting) is subject to arrest, citation, and a referral to the district school police.

### CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure common areas, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Administration and custodians communicate throughout the day to discuss custodial needs, maintenance issues and special projects. Hand-held radios enhance two-way communication efforts and help facilitate immediate resolution to urgent and emergency situations.

Cedar Middle School's plant supervisor oversees and supervises custodial staff which is comprised of a full-time day custodian, a night lead custodian and two night custodians. Every morning before school begins; the plant supervisor and the day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of their daily duties, the day custodian and plant supervisor are responsible for overall general campus maintenance and keeping the cafeteria and restrooms stocked, safe, and sanitary. The evening custodians are responsible for cleaning classrooms, school office, restrooms, and outside grounds areas. Day and evening custodians share responsibility for set up and take down of equipment and/or furniture for afternoon and evening events.

Cedar Middle School works closely with the district's Maintenance and Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Cedar Middle School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less. All items were remediated in July 2016.

### 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: 07/10/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			EL Lab problems with HVAC system exist.
<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			Girls' restroom by Room 11: Electric hand dryers damaged or broken
<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: 07/10/15				
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
<b>English Language Arts/Literacy</b>	41	36	31	34	44	48
<b>Mathematics</b>	25	17	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
<b>All Students</b>	<b>7</b>	513	508	99.0	35.3
	<b>8</b>	551	536	97.3	36.9
<b>Male</b>	<b>7</b>	274	270	98.5	31.6
	<b>8</b>	277	270	97.5	25.8
<b>Female</b>	<b>7</b>	239	238	99.6	39.5
	<b>8</b>	274	266	97.1	48.1
<b>Black or African American</b>	<b>7</b>	33	33	100.0	27.3
	<b>8</b>	37	37	100.0	24.3
<b>American Indian or Alaska Native</b>	<b>8</b>	--	--	--	--
<b>Asian</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Filipino</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>7</b>	324	321	99.1	33.8
	<b>8</b>	346	341	98.5	33.9
<b>Native Hawaiian or Pacific Islander</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>White</b>	<b>7</b>	133	131	98.5	40.5
	<b>8</b>	137	131	95.6	47.3
<b>Two or More Races</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>7</b>	387	382	98.7	31.0
	<b>8</b>	384	373	97.1	29.6
<b>English Learners</b>	<b>7</b>	66	66	100.0	6.1
	<b>8</b>	63	60	95.2	6.8
<b>Students with Disabilities</b>	<b>7</b>	52	51	98.1	3.9
	<b>8</b>	54	53	98.2	3.9
<b>Foster Youth</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--

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
<b>All Students</b>	<b>7</b>	513	507	98.8	20.3
	<b>8</b>	551	539	97.8	14.7
<b>Male</b>	<b>7</b>	274	269	98.2	19.0
	<b>8</b>	277	271	97.8	14.4
<b>Female</b>	<b>7</b>	239	238	99.6	21.8
	<b>8</b>	274	268	97.8	15.0
<b>Black or African American</b>	<b>7</b>	33	33	100.0	9.1
	<b>8</b>	37	37	100.0	2.8
<b>American Indian or Alaska Native</b>	<b>8</b>	--	--	--	--
<b>Asian</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Filipino</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>7</b>	324	320	98.8	19.2
	<b>8</b>	346	344	99.4	12.1
<b>Native Hawaiian or Pacific Islander</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>White</b>	<b>7</b>	133	131	98.5	26.1
	<b>8</b>	137	131	95.6	22.1
<b>Two or More Races</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>7</b>	387	381	98.5	16.1
	<b>8</b>	384	375	97.7	9.0
<b>English Learners</b>	<b>7</b>	66	66	100.0	
	<b>8</b>	63	63	100.0	
<b>Students with Disabilities</b>	<b>7</b>	52	50	96.2	2.0
	<b>8</b>	54	53	98.2	
<b>Foster Youth</b>	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	46	43	37	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
<b>All Students</b>	552	538	97.5	36.6
<b>Male</b>	276	270	97.8	37.8
<b>Female</b>	276	268	97.1	35.5
<b>Black or African American</b>	37	37	100.0	37.8
<b>Hispanic or Latino</b>	348	343	98.6	30.3
<b>White</b>	137	131	95.6	51.9
<b>Socioeconomically Disadvantaged</b>	385	374	97.1	30.2
<b>English Learners</b>	65	64	98.5	9.4
<b>Students with Disabilities</b>	54	53	98.2	17.0

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	15.2	33.7	45.1

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.

## 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 volunteer in the classroom, help with school events and field trips, be involved with clubs and athletics, and get involved in the decision-making process through school committees. The School Site Council, English Language Advisory Council (ELAC), and the Cedar Parent Club provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may contact the school office at (760) 244-6093. There is a job for everyone who wants to get involved!

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found in the Cedar Middle School website, fliers and Facebook page. Occasionally, the school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Remind and also tweets information through the CMS Twitter account. Parents may access current information about their child's attendance, course grades, and homework assignments through the school's website and Infinite Campus.

### 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>	10.4	5.3	7.5	5.9	5.6	5.8	4.4	3.8	3.7
<b>Expulsions</b>	0.8	0.5	0.5	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 Cedar Middle 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 October 2016. A copy of the school site safety plan may be obtained at Cedar Middle School's main office or the Hesperia Unified School District office.

## 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
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	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	29	11	39	30	29	10	34	32	29	10	34	32
Mathematics	31	4	13	18	31	5	12	18	31	5	12	18
Science	31	3	16	16	31	5	13	17	31	5	13	17
Social Science	31	3	16	16	31	5	13	17	31	5	13	17

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	2.00	593
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	1.00	N/A
Social Worker	.5	N/A
Nurse	1.00	N/A
Speech/Language/Hearing Specialist	.5	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	\$3,556.01	\$855.28	\$4,411.29	\$48,620.78
District	N/A	N/A		\$69,949
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A		

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 2011-12 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/>.

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

All professional development activities in Hesperia Unified School District revolve around the Common Core Curriculum.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. 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 leadership team. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and single assessments, common formative 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 Leadership Committee, Principals' Roundtable, and teacher survey results. The District Leadership Committee meets monthly. 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

2009-10: 1

2010-11: 0

2011-12: 0

2012-13: 0

2013-14: 1