

# Hesperia Junior High 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 Junior High School
<b>Street</b>	10275 Cypress Avenue
<b>City, State, Zip</b>	Hesperia, CA 92345
<b>Phone Number</b>	(760) 244-9386
<b>Principal</b>	Lisa Kelly
<b>E-mail Address</b>	<a href="mailto:lisa.kelly@hesperiausd.org">lisa.kelly@hesperiausd.org</a>
<b>Web Site</b>	<a href="http://www.hesperiajrhhigh.org">www.hesperiajrhhigh.org</a>
<b>CDS Code</b>	36-75044-6059547

<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 Junior High 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, curriculum programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Hesperia Junior High provides an environment where students are actively involved in learning academics, as well as positive values such as quality relationships, integrity, and personal development. Students receive a Common Core standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Hesperia Junior High's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

#### Mission Statement

Our mission at Hesperia Junior High School is to provide all students with a physically and emotionally safe and positive environment that promotes college and career readiness.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	445
<b>Grade 8</b>	485
<b>Total Enrollment</b>	930

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	9.7
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	1.1
<b>Filipino</b>	0.4
<b>Hispanic or Latino</b>	72.4
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	15.1
<b>Two or More Races</b>	0.6
<b>Socioeconomically Disadvantaged</b>	86.8
<b>English Learners</b>	21.9
<b>Students with Disabilities</b>	12.9
<b>Foster Youth</b>	1.1

## 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
<b>With Full Credential</b>	42	42	45	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	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>	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:** August, 2014

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, 2013, 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	Yes	0%
<b>Mathematics</b>	Larson, Hostetler, Edwards-Pre Calculus with Limits 2008 Saxon Saxon 65 NA Prentice Hall Mathematics-California Geometry 2008 Prentice Hall Mathematics-California Pre-Algebra 2009 McDougal-Littell Algebra 1 Concepts & Skills 2001 McDougal-Littell Concepts & Skills Crs 2 2001 Prentice Hall Mathematics-Algebra Readiness 2009 Prentice Hall Mathematics-California Algebra 2 2008 Saxon Saxon 76 NA Prentice Hall Mathematics-California Algebra 1 2009 Lial, Greenwell, Ritchey-Finite 2008	Yes	0%
<b>Science</b>	Prentice Hall Focus on Physical 2000 Holt Physical 2007 Holt Life 2007 Prentice Hall Focus on Life 2000 Holt Live 2007 Holt 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 Houghton Mifflin A More Perfect Union - 1992 Houghtin Mifflin Across the Centuries -1992	Yes	0%

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

**SCHOOL FACILITIES AND SAFETY**

Hesperia Jr. High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1965; ongoing maintenance and modernization efforts ensure facilities remain safe and up to date and provide adequate space for students and staff. Throughout the years, portable classrooms have been added to accommodate increased growth in enrollment. Hesperia Junior High School also opened its new gymnasium in 2011. The campus is comprised of the following:

Acreage = 37 acreages

Square Footage = 88,456  
 Number of permanent classrooms = 14  
 Number of portable classrooms = 45  
 Number of restrooms (student use) = 9 sets  
 Computer Lab = 3  
 Library = 1  
 Cafeteria/Multipurpose Room = 1  
 Staff Work Room/Lounge = 1  
 Science Lab = 2  
 Weight Room = 1  
 Physical Education Facility = 2  
 Health Office = 1

**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. The principal 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.

Hesperia Jr. High's plant supervisor oversees and supervises custodial staff which is comprised of two full-time day custodians. Every morning before school begins, the day custodians 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 custodians 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, desks, 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. Hesperia Jr. High 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 Hesperia Jr. High to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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

<b>School Facility Good Repair Status (Most Recent Year)</b> 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			
<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: 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
English Language Arts/Literacy	17	24	31	34	44	48
Mathematics	11	10	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	450	437	97.1	25.1
	8	478	462	96.7	22.6
Male	7	252	245	97.2	20.0
	8	251	241	96.0	18.5
Female	7	198	192	97.0	31.6
	8	227	221	97.4	27.1
Black or African American	7	37	35	94.6	8.6
	8	42	41	97.6	15.0
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
Hispanic or Latino	7	338	329	97.3	24.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	345	334	96.8	20.5
<b>Native Hawaiian or Pacific Islander</b>	7	--	--	--	--
<b>White</b>	7	64	63	98.4	30.6
	8	76	72	94.7	39.1
<b>Two or More Races</b>	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	7	386	376	97.4	21.4
	8	430	416	96.7	20.6
<b>English Learners</b>	7	102	99	97.1	5.0
	8	102	100	98.0	2.0
<b>Students with Disabilities</b>	7	63	62	98.4	4.8
	8	68	64	94.1	8.1
<b>Foster Youth</b>	7	--	--	--	--
	8	--	--	--	--

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>	7	452	435	96.2	11.1
	8	478	464	97.1	8.3
<b>Male</b>	7	253	244	96.4	12.4
	8	251	242	96.4	7.6
<b>Female</b>	7	199	191	96.0	9.5
	8	227	222	97.8	9.0
<b>Black or African American</b>	7	39	35	89.7	2.9
	8	42	41	97.6	
<b>Asian</b>	7	--	--	--	--
	8	--	--	--	--
<b>Filipino</b>	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	7	338	327	96.8	9.6
	8	345	335	97.1	7.2
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	7	64	62	96.9	24.2
	8	76	73	96.0	18.1
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	387	373	96.4	10.3
	8	430	418	97.2	7.0
English Learners	7	102	99	97.1	3.0
	8	102	100	98.0	1.0
Students with Disabilities	7	63	62	98.4	4.8
	8	68	65	95.6	1.6
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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>	57	19	23	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	478	441	92.3	23.4
Male	251	229	91.2	24.9
Female	227	212	93.4	21.7
Black or African American	42	37	88.1	10.8
Hispanic or Latino	345	321	93.0	22.1
White	76	70	92.1	35.7
Socioeconomically Disadvantaged	430	398	92.6	22.4
English Learners	102	97	95.1	6.2
Students with Disabilities	68	62	91.2	16.1

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.

**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
7	11.7	27.2	49.4

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, and get involved in the decision-making process through school committees. The School Site Council, Parent Center, Principal's Cafe and English Language Advisory Committee (ELAC) 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- 9386. 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 on Hesperia Jr. High's website [hesperiausd.org/dist/school\\_hjh.html](http://hesperiausd.org/dist/school_hjh.html). Occasionally, the school mails important news and announcements to parents at home or uses the school's automated telephone system to contact parents verbally. Parents may access current information about their child's attendance, course grades, and homework assignments through the school's website using PowerSchool.

## 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>	20.0	19.3	19.3	5.9	5.6	5.8	4.4	3.8	3.7
<b>Expulsions</b>	1.6	0.9	0.9	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 Jr. High 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 September 2015. Staff training to discuss staff responsibilities and safety plan updates took place during staff meetings. A copy of the school site safety plan may be obtained at Hesperia Jr. High'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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	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+
<b>English</b>	23	17	25	5	20	31	21	5	20	31	21	5
<b>Mathematics</b>	24	12	20	6	25	9	23	4	25	9	23	4
<b>Science</b>	25	10	24	2	25	9	23	4	25	9	23	4
<b>Social Science</b>	24	13	19	6	24	9	25	5	24	9	25	5

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	500
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		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				
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
- Economic Impact Aid
- 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 California Common Core Standards, PLCs, CFAs and Instructional Technology and are research-based.

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, vice principal, and School site council. Training programs and topics were chosen based upon the school focus and student needs. Results from CFA's, Single assessments, teacher assessments & teacher/parent/student 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 implementation of the Common Core State Standards and the 4 C's. 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. PLC's meet weekly to review student test results, 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 district and site programs. 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.

Annual number of school days dedicated to staff development

- 2009-10: 1
- 2010-11: 0
- 2011-12: 0
- 2012-13: 0