

Ranchero 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)

School Contact Information	
School Name	Ranchero Middle School
Street	17607 Ranchero Road
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 948-0175
Principal	Isaac Newman-Gomez
E-mail Address	isaac.newman-gomez@hesperiausd.org
Web Site	www.rancheromiddle.org
CDS Code	36-75044-6109359

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

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

PRINCIPAL'S MESSAGE

Hi, I am Isaac Newman-Gomez and I am proud to introduce you to all of the great educational opportunities we offer at "The Ranch". Here at Rancho we are dedicated to help our students "RISE to High School and Beyond" through responsibility, integrity, service and excellence. We truly are student-centered, focusing on your child's intellectual, social, emotional, and physical needs. Academic achievement and safety are emphasized on our campus. We have developed a Single Plan for Student Achievement (SPSA) and a safety/disaster plan in order to address these areas of focus. Parents, community members and staff have key roles in developing these plans. Our school embraces STEM (Science, Technology, Engineering and Mathematics) through a cross curricular, school-wide effort to provide the most powerful and relevant learning experience possible. Rancho also stresses PBL (Project Based Learning) with our school theme of "Rancho Middle School: A League of Project Based Learning", bi-annual school-wide PBL weeks and a plethora of projects and activities that help students prepare for college and careers. Here at the Ranch we strive to help every student reach their potential by focusing on AVID strategies, differentiated instruction and technology integration. We are also proud to offer outstanding academic based programs including, but not limited to, STEM, VEX robotics, integrated intervention/enrichment classes, Wow (Work on Wednesdays), ZAP (Zeros Aren't Permitted), EL (English Learners) and AVID. We also offer almost limitless extracurricular programs including, but not limited to, ASB, Athletics, GAC (Gaming and Anime Club) and Green club. By pooling resources and efforts with our staff, students, parents and community we have built and will continue to grow as a school of excellence.

SCHOOL VISION STATEMENT

Mission Statement: Maximize learning to RISE to high school and beyond through Responsibility, Integrity, Service, and Excellence.

Vision Statement: Provide students with essential skills for a successful transition to high school and beyond.

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 22,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools which includes 3 choice schools. At the secondary level Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

Rancho Middle is located on the southeast border of Hesperia and serves students in grades seven and eight. Rancho currently has 1,033 students enrolled, including 19.4% in special education, 16.7% qualifying for English Language Learner support, and 76.8% receiving free or reduced-price lunch. Rancho Middle achieved a 2012-13 Academic Performance Index (API) score of 763. In the 2013-2014, 2014-15, and 2015-2016 school year Rancho participated in the SBAC (Smarter Balanced Assessment Consortium) testing and has not receive a final API score as a result.

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

Grade Level	Number of Students
Grade 7	511
Grade 8	477
Total Enrollment	988

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.9
Asian	0.7
Filipino	0.1
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0.5
White	29.3
Two or More Races	1.4
Socioeconomically Disadvantaged	77.6
English Learners	14.8
Students with Disabilities	13.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.5	3.6
All Schools in District	97.0	3.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	0.0	0.0

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

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

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

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

In October, 2012, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2012/13-11 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Perfection Learning Perfection Learning HI/LO McDougal-Littell Language of Literature McDougal-Littell Language of Literature	Yes	0%
Mathematics	McDougal-Littell Algebra 1 Concepts & Skills Saxon Saxon 76 Lial, Greenwell, Ritchey-Finite Mathematics Prentice Hall Mathematics-California Algebra 1 Prentice Hall Mathematics-California Geometry Prentice Hall Mathematics-California Pre-Algebra Prentice Hall Mathematics-California Algebra 2 Larson, Hostetler, Edwards-Pre Calculus with Limits, Fifth Edition McDougal-Littell Structure & Methods Crs1 McDougal-Littell Concepts & Skills Crs2 Saxon Saxon 65 Prentice Hall Mathematics-California Algebra Readiness	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Live Science Holt Physical Science	Yes	0%
History-Social Science	Holt Rinehart & Winston U.S. History Houghton Mifflin A More Perfect Union Holt Rinehart & Winston World History-Medieval to Early Mod Houghton Mifflin Across the Centuries	Yes	0%
Foreign Language	McDougal-Littell En Espanol Levels 1-4 McDougal-Littell En Espanol 1a		0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES AND SAFETY Rancho Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1993; 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. The campus is comprised of the following:

Acreage = 25.5 acreages

Square Footage = 97,944

Number of permanent classrooms = 27

Number of portable classrooms = 26

Number of restrooms (student use) = 5 sets

Computer Lab = 1

Physical Education Facility = 1

Choir Room = 1

Library = 1

Cafeteria/Multipurpose Room = 1

Staff Work Room/Lounge = 2

Music Room = 1

Gym = 1

Weight Room = 1

CAMPUS SUPERVISION

Six campus assistants, the school administrators, support staff and custodians share supervision of students and monitor behavior as students arrive on campus, during lunch periods in common areas and cafeteria, between class periods as students travel from class to class, and as students leave the campus. Throughout the day while classes are in session, campus assistants, administrators, support staff, and custodians share supervision of campus grounds to maintain a safe learning environment for staff and students. Hand-held radios are used by administrators and other school staff supervising the campus to facilitate effective two-way communication and facilitate an immediate response to urgent situations. In addition a video surveillance system was installed on campus for the 2016-2017 school year.

CAMPUS MAINTENANCE

The plant supervisor, custodial staff and district's maintenance department work together to ensure classrooms, campus grounds, and sports fields are well-maintained and kept safe and functioning for students, staff, and visitors. The principal and plant supervisor meet daily regarding the maintenance issues and special projects; the principal and the School Cabinet meet with the plant supervisor each Monday to discuss school events and custodial needs. The Vice Principal meets with the plant supervisor once a month to review custodial projects and staff performance.

One full-time plant supervisor is responsible for coordinating custodial staff comprised of one full-time night lead custodian, one full-time day custodian, and two full-time evening custodians. 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. The day custodians clean campus grounds, cafeteria, and clean restrooms throughout the day as part of the daily routine and in addition to special projects as assigned. The evening custodians clean classrooms, desks, restrooms, and the gym and maintains our recycling program. Both day and night crews coordinate efforts for set up and take down of equipment and/or furniture for afternoon and evening events.

A campus beautification program where students actively contribute to keeping school grounds clean. A teacher is responsible each week for sending students to help clean up trash after lunch. This program has contributed greatly to instilling a sense of responsibility and school pride in the students. Also, a positive behavior incentive program is active at Rancho where teachers are issued "Positive Choice" tickets that they disseminate to students caught making positive choices. This program supports campus safety and care of facilities and school grounds. Participation in Green Schools an on-site program has been successfully reducing energy use on campus and encourages to recycle on site materials. Staff and students have been trained in the green schools program and can join the on site club.

Rancho Middle 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 Rancho Middle to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07/09/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/09/15				
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	25	27	31	34	44	48
Mathematics	15	13	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	531	520	97.9	24.6
	8	483	470	97.3	30.5
Male	7	301	293	97.3	18.6
	8	265	256	96.6	25.9
Female	7	230	227	98.7	32.1
	8	218	214	98.2	36.2
Black or African American	7	33	32	97.0	6.3
	8	27	25	92.6	12.0
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	320	313	97.8	21.6
	8	293	286	97.6	27.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	147	144	98.0	33.6
	8	136	132	97.1	41.9
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	433	424	97.9	20.9
	8	373	363	97.3	27.3
English Learners	7	72	71	98.6	1.5
	8	76	75	98.7	8.2
Students with Disabilities	7	82	78	95.1	2.7
	8	55	51	92.7	2.0
Foster Youth	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
All Students	7	531	520	97.9	13.8
	8	483	468	96.9	13.0
Male	7	301	294	97.7	13.1
	8	265	255	96.2	13.9
Female	7	230	226	98.3	14.6
	8	218	213	97.7	11.9
Black or African American	7	33	32	97.0	3.5
	8	27	25	92.6	8.3
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	7	320	313	97.8	7.6
	8	293	285	97.3	10.6
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	147	144	98.0	27.7
	8	136	131	96.3	20.2
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	433	424	97.9	11.0
	8	373	361	96.8	11.0
English Learners	7	72	71	98.6	
	8	76	76	100.0	1.3
Students with Disabilities	7	82	78	95.1	
	8	55	50	90.9	
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
Science (grades 5, 8, and 10)	47	53	40	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	486	475	97.7	40.0
Male	266	259	97.4	44.0
Female	220	216	98.2	35.2
Black or African American	27	25	92.6	40.0
Hispanic or Latino	295	291	98.6	36.4
White	137	133	97.1	51.9
Socioeconomically Disadvantaged	376	366	97.3	38.0
English Learners	77	76	98.7	18.4
Students with Disabilities	56	53	94.6	47.2

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	15.5	25.6	37.5

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 on campus, 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 Involvement Program, Parent -Principal, Committee Parent Center, English Language Advisory Council (ELAC), GATE Advisory Council (Gifted and Talented Education) and ASB (Associated Student Body) provide opportunities for parents to get involved with their child's education experience. Parents who want more information or wish to participate may contact Rancho Middle's Family Resource Specialist at (760)948-0175. In addition several parent surveys are conducted throughout the school year in an attempt to solicit as much parent input as possible. There is an opportunity for everyone who wants to get involved!

Regular school-to-home communication about current events, school activities, special announcements, student grades, and messages from the principal can be found on the RMS Twitter page, through the RMS Facebook page, and posted on the school's website at www.hesperia.org. Communication with students, parents and community also takes place via connect ed phone calls and the school's twitter account @RanchoMiddle.

The RMS Parent Center is a very active entity at RMS. The parent center helps to organize and implement various lunch and during school activities including, but not limited to, Zombie Week, Rancho Games, The RMS Haunted House, 7th Grade Medieval Day, Healthy Habits Day and two separate RMS 5K Runs.

Contact Person Name: currently vacant- please contact A.P Alicia Bonnett
 Contact Person Phone Number: 760-948-0175

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
Suspensions	10.2	12.8	17.2	5.9	5.6	5.8	4.4	3.8	3.7
Expulsions	0.2	1.4	0.7	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 Rancho Middle 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 on November 1, 2016. A copy of the school site safety plan is located in the attachments and may be obtained at Rancho Middle 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	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	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	25	28	40	12	27	20	34	22	27	20	34	22
Mathematics	27	6	27	4	27	8	21	10	27	8	21	10
Science	27	6	28	3	28	7	16	14	28	7	16	14
Social Science	26	8	25	5	25	12	18	11	25	12	18	11

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	525
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.00	N/A
Social Worker	0.00	N/A
Nurse	0.00	N/A
Speech/Language/Hearing Specialist	0.00	N/A
Resource Specialist	0.00	N/A
Other	0.00	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,684.99	\$1,323.52	\$6,008.51	\$48,679.07
District	N/A	N/A	--	\$69,949
Percent Difference: School Site and District	N/A	N/A	--	-21.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	8.5	-30.2

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 2012-13 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
- 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 State Content Standards and Frameworks and are research-based.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2013-14 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, vice principal, staff leadership and RMS county walk-through team. 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. Focus was placed on three key concepts: AVID strategies, differentiation and technology integration.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Round Table, 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' Round Table 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. On site administration meets with the new teachers monthly.

Annual number of school days dedicated to staff development

2009-10: 1
2010-11: 0
2011-12: 0
2012-13: 0
2013-14: 0
2014-15: 2
2015-16: 2